DOCUMENT RESUME

ED 396 145 CE 071 877

AUTHOR Kuckkan, Kevin G.
TITLE Career Basics. An Integrated Approach to Career Exploration and Workplace Skill Development. Middle School/High School.
REPORT NO ISBN-0-9642686-3-9
PUB DATE 96
NOTE 99p.; For a related document, see CE 071 730.
AVAILABLE FROM Creative Educational Publishing, P.O. Box 268, Burlington, WI 58105 ($17.95).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Basic Skills; *Career Education; *Career Exploration; *Classroom Techniques; Demand Occupations; *Education Work Relationship; Employment Potential; *Integrated Curriculum; Intermediate Grades; Job Skills; Learning Activities; Middle Schools; Problem Solving; Records (Forms); Resumes (Personal); Secondary Education; *Skill Development; Vocabulary; World Wide Web

ABSTRACT

This book, which is intended for teachers of middle school and high school students, outlines a subject-integrated method for helping students explore concepts and situations encountered in the career world and recognize the connections that exist between classroom knowledge and the world of work. The book contains a brief introduction, list of career education-related vocabulary, and two sections of learning activities. The first section contains the following learning activities dealing with the language and exploration of careers: workplace word search, career scramble, workplace crossword, career word search, two-part career pyramid activity, and two-part career file activity. Among the 14 workplace skill applications and problem-solving activities included in the second section are activities requiring students to do the following: write a resume cover letter and resume; complete an employment application and employment interview; create a product mobile; develop a business budget plan, and identify logical locations for specific businesses. Appended are the following: classroom entrepreneurial activity; career basics portfolio guidelines and evaluation; student grade record; handouts dealing with resumes, business letters, and job interviews; lists of top careers for the year 2000 and beyond, state mailing abbreviations, and World Wide Web addresses; and answer key. (MN)

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ED 396 145

Middle School/High School

Career Basics

An Integrated Approach to Career Exploration and Workplace Skill Development

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Middle School/High School

Career Basics

An Integrated Approach
to Career Exploration
and Workplace Skill
Development

By Kevin G. Kuckkan

Creative Educational Publishing

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P.O. Box 268
Burlington, WI 53105

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Special Thanks To:
Laurie Corcoran
Jeff Trentadue

Cover design and layout by Jay Robert Associates LLC
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Watertown, WI 53094

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Printed in U.S.A.

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Introduction

Career Basics: An Integrated Approach to Career Exploration and Workplace Skill Development presents teachers and students with a subject-integrated, easy-to-use method for exploring a variety of concepts involved in the career world. This manual could serve as a separate unit, or as a supplement to an existing course of study with applications to numerous curricular and ability levels.

In this book, we intend to illustrate the connections between classroom knowledge and the career world. The activities and problem-solving situations will provide students with an accurate picture of the skills and abilities they need to successfully begin their career journey.

Career Basics: An Integrated Approach to Career Exploration and Workplace Skill Development is divided into three parts. *Part I, The Language and Exploration of Careers*, gives students the opportunity to familiarize themselves with the knowledge of key terms and definitions necessary for successful entry into the world of work through a series of vocabulary development exercises. Many of these terms are used frequently throughout the manual and will help students gain the knowledge to begin developing their own career path.

Part I also includes a series of activities that allow teachers to guide their students to a specific career field or area of interest based on their interests and abilities. Our intention is to get students thinking about and examining their options for the future, not necessarily to decide on a specific career. These activities will expose students to exercises where they will investigate specific fields that interest them, and will help them to begin the process of narrowing down their fields of interest through hands-on, self evaluation and career investigation activities.

Part II, Workplace Skill Application and Problem Solving, is broken into two main sections. The first section deals exclusively with real-world examples of tools necessary for successful entry into the career world. Writing a cover letter, resume, filling out a job application and even conducting mock interviews are all covered in this section.

The second section of *Part II* get students involved in real-world, subject-integrated, career-based problem solving situations. These activities put students "in the thick" of a business situation, providing them with a realistic picture of common issues and challenges businesses and entrepreneurs face every day. Product development, marketing, advertising, accounting, building a business plan and business ethics are all covered in this section. The activities have been designed to facilitate an understanding of how book knowledge is directly related to life as an adult in the career world and can be utilized in both small groups or on an individual basis.

Part III, Appendices, includes useful pieces of information to further help students hone their career skills. Easy-to-understand tips on resume preparation, cover letter writing (as well as examples of each), sample interview questions, a list of interview do's and don'ts, and a section to help teachers set up their own classroom enterprise are all contained in this section.

The optional Career Basics Portfolio Guidelines and Assessment model is also detailed in *Part III*. Given the direction many school districts are heading with regard to assessment models, the Career Basics Portfolio may be just the tool students need to develop their understanding of how a portfolio can be used to assess and plan for their future.

Finally, we have included a handy and useful reference of World Wide Web sites that may interest educators and students alike. Cyberspace represents vast amounts of information, and having directions to key Web sites will help students in their search for information and knowledge.

Career Basics: An Integrated Approach to Career Exploration and Workplace Skill Development will help teachers show their students the answer to the inevitable question, "Why do we need to know this stuff?" The activities are appropriate for students possessing a wide range of abilities and interests. It is our hope that the activities and exercises contained in this book will spark an interest in students to pursue a career they may have thought unattainable.

We at Creative Educational Publishing feel that ***Career Basics: An Integrated Approach to Career Exploration and Workplace Skill Development***, along with ***Workplace Basics: Teaching the ABCs of the Career World Using Math, Social Studies and Language Arts***, offers students all-inclusive, invaluable resources from which they can begin their career journey. All of the activities contained in our books are classroom-tested, highly motivational and designed to illustrate the direct application of subjects and concepts taught in every school as they relate to the world of careers.

We believe our books contain the tools that allow students to visualize their own success in the career world, regardless of the path they choose for themselves.

Kevin G. Kuckkan
President

Creative Educational Publishing
Stay Ahead of the Curve!

Vocabulary

The following vocabulary list contains terms and definitions useful when examining concepts explored in this manual.

Accountant: A person who is hired to handle the finances for a business

Advertising: Division of a business responsible for promoting a product to the public; the act of promoting a product or service

Applicant: A person applying for a particular job or position

Application: A form filled out by a potential employee, used in the hiring process

Balance: The remaining amount of money owed on an existing loan or bill

Benefits: Additional money, privileges or compensation given to an employee (i.e., car, insurance, etc.).

Bid: Estimated costs for a project

Break Even: Term used to describe the point at which a business is no longer in debt

Budget: A detailed plan, usually in the form of a written document, used to track expenses over a specific period of time

Business Career: A career involving work in a business situation; usually contained in an office setting

Business Plan: A detailed document that defines the goals and projections for all parts of a company

Capital: Money or property owned or used in a business; wealth usually in the form of money

COGS: Stands for Cost of Goods Sold; the money necessary to produce, package, and market a product

Commission: Amount paid to a salesperson for every sale made; usually a percentage of the selling price of a product or service

Consumer: The person who purchases and uses the product or service

Cost Effective: A term used to describe a business situation and the costs involved; the cost of an activity, service, or product versus its value to the customer

Debt: Money a person or business owes to another

Demand: A term used to describe how much the public needs a product or service; usually demand helps determine the price

Design: The basic outline of a product

Divisions: The separation of departments within a business (i.e. manufacturing, sales, management, clerical)

Employee: A person who works for someone else

Employer: A person who hires people to work for him/her

Entrepreneur: A person who organizes, manages and assumes the risk of owning a business

Expenses: Money used to keep a business in operation

Free Enterprise: The system that allows a business to operate for profit

Goods: Items to be sold; products to be purchased and used by the consumer

Gopher: A program that allows the user to access databases of information on the Internet

Gross Sales: Total amount in sales before production, labor and material costs are taken out; what remains is profit (see ***Profit***)

Income: The amount of money earned from the sale of a product or service

Industrial Career: A career involving work in an industrial setting; often in a factory

Interest: Money paid to a bank or financial institution when a loan is taken. This money is in addition to the total loan amount and paid to the bank as a fee for allowing someone to "use" the bank's money.

Internet (Net): System of interconnected computer networks that people use to communicate and exchange information

Interview: A chance for the employer to ask questions of the employee regarding the job being applied for

Inventory: The amount of product available for sale

Investor: A person who puts money into a company or project with an expectation of making more money (called "return on investment")

Invoice: A list of goods shipped to a customer stating quantities, prices, shipping costs, etc.; also called a bill

Job Notice: A posting on bulletin boards or public places that lists job openings

Loan: Money borrowed with the promise of full repayment that usually includes interest (See ***Interest***)

Management: The business division responsible for coordinating all other divisions

Manufacturing: The division responsible for making the finished product

Marketing: Activities a business undertakes to promote its products and services to its customers to increase sales (i.e., advertising)

Mark-Up: Increasing the amount charged for goods and services that allows a profit to be made; usually given as percent

Material Cost: The amount of money needed to obtain the raw materials required to manufacture the product

Merchandise: The product(s) to be sold

Net Sales: The amount of money left over after production, labor, and material costs are taken away from the gross sales

Newsgroup: Groups of people on the Internet who discuss topics of common interest

Operating Expenses: Amount of money needed to support basic business operations (rent, phone bill, office supplies, etc.)

Overhead: General operating expenses of a business.

Portfolio: An accumulation of work samples reflecting abilities and achievements

Price: Amount of money the consumer pays to purchase the product or service; price is based on consumer demand

Product: The item being sold and purchased

Production Cost: The amount of money it costs to make a product

Professional Career: A career involving individuals who are licensed by a governing body (doctors, lawyers, teachers, etc.)

Profit: The amount of money remaining after all other costs have been paid

Profit/Loss Sheet: A record of sales and expenses used to determine whether a business is making money

Promotion: Job advancement in the form of added responsibility; usually accompanied by a higher rate of pay

Prototype: Model of a product to be manufactured

Purchase Order: The document used to identify and clarify each individual sale

Qualifications: The qualities necessary to fulfill a job position

References: People the employer can call to get information about applicants

Resume: A list of accomplishments, qualifications, and references from previous jobs and schooling

Research and Development: Gathering the information necessary to determine the need for a product or service and how to develop it

Retail: To sell directly to the consumer

Return: Term used to describe the amount of money made from an investment

Salary: A set amount of money earned per pay period (i.e., weekly, monthly)

Sales: Division in a business responsible for selling a product; the amount of money made from selling a product

Service: A task that a consumer pays someone else to do for them

Shareholders: People who invest in a company by purchasing shares of stock

Skilled Trade: A job that involves learning a skill that requires construction using tools, machinery or hand labor

Small Business Administration (SBA): An organization that promotes the establishment and growth of small businesses in the United States

Start-up: Term used to describe the beginning stages of a business

Supply: The amount of product available for sale

Supply and Demand: An economic phrase used to explain the relationship between the producer and the consumer

Survey: To assess the need for a product or service

Taxes: A percentage paid to the local, state or federal government

Technical Career: A career involving individuals who specialize in scientific or mechanical knowledge (i.e. engineers, scientists)

Transportation Cost: The cost involved to ship a product; includes fuel and labor

Union: An organization representing employees of a company or labor group to ensure favorable working conditions, etc.

Utilities: Electricity, heat, water, etc., usually paid in monthly installments based on usage

Wage: The amount of money earned per hour of work

Want Ads: Section of the newspaper in which job postings and notices are given (also called the Employment Section)

Wholesale: Buying and selling of merchandise in large quantities, usually less than what the product sells for in a store

World Wide Web: Location on the Internet where millions of connected documents, call Web Sites or Web Pages, allow businesses and organizations to advertise, promote and inform

Materials
Pencil or pencil, Career Vocabulary List (pp. 3-5)

Part I: *The Language and Exploration of Careers*

Workplace Word Search

Use the word search to help you find 15 terms from the **Career Vocabulary List** on pages 3-5. After you locate the term, circle it and place it in the statement it correctly completes on the following page. Each term in the word search may be written vertically, horizontally, diagonally or even backwards. Good luck in your search!

Application
Capital
Consumer
Demand
Employee
Employer
Entrepreneur
Marketing
Merchandise
Portfolio
Product
Profit
Salary
Utilities
Wage

T	X	V	Y	D	E	M	A	N	D	N	O	O	V
C	M	R	C	G	X	P	N	L	A	B	F	D	R
U	O	Q	U	I	P	O	R	T	F	O	L	I	O
D	B	N	O	Y	H	T	X	Q	O	C	K	R	S
O	Z	R	S	C	E	G	A	W	B	Y	U	O	T
R	P	F	X	U	O	H	T	N	Y	E	M	Q	E
P	E	C	W	D	M	Y	L	T	N	I	X	S	M
Y	R	J	P	R	D	E	X	E	U	R	I	Z	P
M	E	W	R	S	D	O	R	I	N	D	Q	S	L
E	Y	P	O	G	C	P	A	G	N	M	H	E	O
S	O	T	F	O	E	T	S	A	R	G	D	I	Y
Q	L	V	I	R	X	A	H	P	R	M	O	T	E
S	P	E	T	H	I	C	J	P	Y	C	V	I	E
I	M	N	O	O	R	E	K	L	U	P	Y	L	L
C	E	Y	S	E	G	Y	Z	A	S	K	O	I	E
K	D	C	M	A	R	K	E	T	I	N	G	T	R
S	N	X	N	B	E	S	R	I	T	O	S	U	N
Y	R	A	L	A	S	E	L	P	G	D	I	Q	E
H	T	B	T	B	S	M	G	A	E	M	V	S	T
T	Q	I	N	O	I	T	A	C	I	L	P	P	A

Workplace Word Search

Use the terms found in the **Workplace Word Search** and the ***Career Vocabulary List*** to complete the statements below.

1. _____ is the amount of money earned by a business after all other costs have been paid.
2. The _____ is the person who purchases goods or services a company sells.
3. If you are paid on an hourly basis you are earning a _____.
4. An _____ is a form that is filled out by a potential employee that gives an employer information about your experience and training.
5. An _____ is a person who works for someone else.
6. Someone who runs their own business is an _____.
7. Money or property owned or used in a business can be called _____.
8. A retail store must have enough _____ in stock to meet the consumer demand.
9. A set amount of money earned per pay period is called a _____.
10. An item designed, manufactured and marketed by a company is called its _____.
11. The person or organization who hires people to work is called the _____.
12. Monthly bills a business pays for electricity, heat, phone, and water are called _____.
13. A _____ is an accumulation of samples of your work showing your abilities, talents and achievements.
14. If many consumers purchase a product or service, consumer _____ is high.
15. _____ is what a business does to promote its products and services to its customers.

Materials
Pen or pencil, Career Vocabulary List (pp.3-5)

Career Scramble

Unscramble each term below from the Career Vocabulary List and match each number to the correctly spelled term at the bottom of the page. On the lines provided summarize the term's definition in your own words by paraphrasing the definition found on pages 3-5.

1. hrhlesrdoeas: _____
2. tacipapln: _____
3. oecimn: _____
4. ekarb nvee: _____
5. iwnetievr: _____
6. rmtonioop: _____
7. tnatnuocca: _____
8. upylsp nad daedmn: _____
9. orldw eiwd ebw: _____
10. aeilmtra stoc: _____
11. eacuprhs doerr: _____
12. elass: _____
13. hreersac nda eeomnteplvd: _____
14. rsgso leass: _____
15. kledlis eatrd: _____

____ accountant
____ world wide web
____ research and development
____ gross sales
____ supply and demand
____ shareholders
____ material cost
____ break even
____ purchase order
____ skilled trade
____ sales
____ income
____ applicant
____ promotion
____ interview

Materials
Pen or pencil, Career Vocabulary List (pp. 3-5)

Workplace Crossword

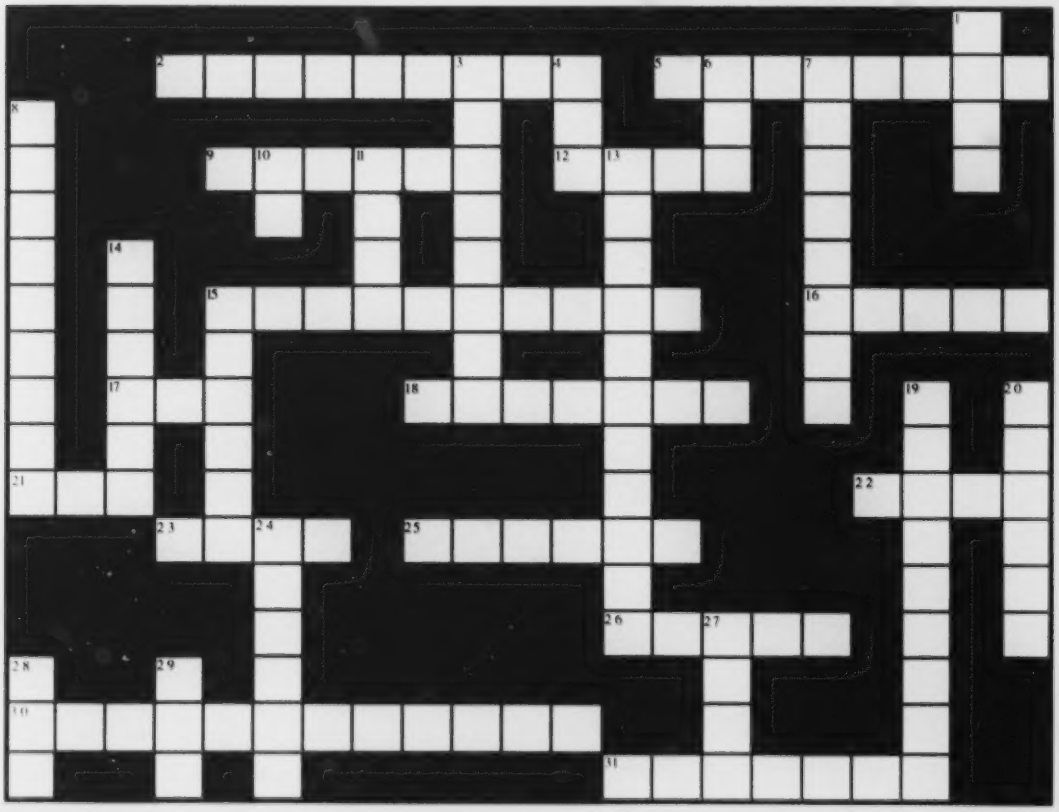
Use the clues below to complete this workplace crossword, with one letter assigned to each box. Many of the words can be found in the Vocabulary section (pp. 3-5), but see how many you can get without looking!

ACROSS

2. Job advancement
5. Person who puts money into a company or project , expecting to make more money
9. Money left after all expenses are paid
12. With 17-Across, it's where job openings are listed
15. People employers can call to get information about job applicants
16. Division responsible for selling products
17. Second part of 12-Across
18. The beginning of a business
21. Another word for "wage" or "salary"
22. "Cost of Goods Sold"
23. "In ____"; to owe money
25. To sell directly to the consumer
26. _____ sales; money in sales before expenses are taken out
30. Document that describes your business, and how you plan to operate
31. A task you hire someone else to do

DOWN

1. ____ Effective; comparing the expense of a product or activity versus its value.
3. Money paid to "use" a bank or other lender's money
4. Not used
6. Another term used for the Internet
7. The costs involved in running a business
8. Group of Internet users discussing a common topic
10. _esearch and _evelopment *(abbr.)*
11. ____ Enterprise; the system that allows private people to own and operate businesses for a profit.
13. The act of promoting a product or service
14. A set amount of money paid per a given period of time
15. A list of experience, education and skills that qualify you for a particular job
19. Buying or selling products in large quantities
20. Basic outline or description of a project
24. The money set aside to complete a project or achieve a specific objective; a document used to track expenses
27. ____head; general operating expenses of a business
28. "Small Business Administration"
29. Estimated costs for a project



Materials
Pen or pencil;
Occupational
Handbook
(or related source)

Career Search

Below is an alphabetical list of some common (and uncommon) careers found in the real world. Read each career description provided and, using the career as the subject, write a complete sentence on the lines provided on page 12. You may paraphrase the short description that follows each career listing or, you can think of another sentence that includes information you thought of on your own. Feel free to substitute other careers in place of the careers we have provided.

Architect: involved in designing new buildings and drawing up plans to change old ones; they design buildings with safety, usefulness and appearance in mind.

Beautician: trained in cutting, styling, tinting, and coloring hair.

Construction Worker: performs a variety of jobs on building, wrecking and repairing projects; bridges, buildings, sewers and dams are all projects that require construction workers.

Doctor: cares for the general well-being of patients from birth through old age; some doctors specialize in certain areas of study such as surgery or pediatrics, the specific care of children.

Elected Official: elected by the voting public to legislate and manage national, state or local government or government agencies. Examples include president, governor, mayor, city alderman/alderwoman, school board members, etc.

Fashion Designer: designs and creates clothing for men, women and children. Some specialize in designing one type of clothing such as shirts, dresses or beach wear.

Geologist: identifies rocks, minerals, fossil fuels and precious stones; they also examine and study how the parts of the Earth's crust (called plates) fit together and how these parts relate to earthquakes and other geographic phenomena.

Hotel/Motel Manager: coordinates and manages all operations of a hotel, motel, lodge or convention center connected to those facilitites; they oversee all services for their guests.

Interpreter: changes one form of language into another; they must speak and be able to translate different forms of language for government documents, manuals and books, news items, and legal documents.

Journalist: reporters, editors, researchers, news directors, free-lance writers and photo journalists are jobs that fit under this title; they gather news, write and edit, broadcast and publish news stories.

Kindergarten Teacher: coordinates and plans lessons to teach students from ages four to six; they teach the basic concepts of science, numbers, language, computers, cleanliness and health.

Loan Officer: helps people who are interested in applying for loans; they check information on the borrowers loan and credit application to determine whether a customer will be able to repay the loan.

Map Maker: uses computers, photographs, field surveys and other information in the construction of all kinds of maps; they must possess a combination of scientific and artistic skills to be successful; map makers are often called ***cartographers***.

Natural Resource Manager: works with all areas concerning the use, management, preservation and restoration of our natural resources (rivers, lakes, forests, and all the animals and plants that live there); fisheries biologist and park ranger are examples of other jobs in this area.

Optometrist: performs vision tests and examines patients for eye problems; they also determine whether or not a patient should wear glasses or contact lenses and make sure that they fit properly.

Pilot: flies planes, jets and helicopters that carry passengers, mail, freight, troops or other military equipment; commercial pilots work for a company while military pilots work for the U.S. Armed Forces.

Quality Control Manager: helps make sure various products are the best quality possible; they often perform tests on products to make sure they meet company and consumer expectations and standards.

Real Estate Agent: assists people who are interested in buying, renting or selling property; they also may be involved in renting or managing their own properties as well.

Store Owner: manages and assumes the responsibility of planning, organizing and managing their own retail operation; they may own the store or manage it for someone else.

Tool and Die Maker: works with metal to produce tools and molds (called dies) for metals to make metal cutters, gauges and measuring devices; they study drawings, sketches and models to find out the type of tool or die they need to design and the type of metal to be used.

Urban Forester: studies plans and designs for tree planting in cities; they have knowledge of different types of trees able to live in harsh city environments. They are usually employed by city parks divisions.

Veterinarian: cares for sick, diseased, or injured animals; they also protect animals by giving them vaccination shots and periodic check-ups; some veterinarians specialize in specific areas such as the study and care of domestic pets or farm animals.

Water Chemist: studies water and all of its characteristics; they examine the effects of pollution on water and provide information on the quality of a community's water supply; areas of specific study may include oceanography and marine biology.

X-Ray Technician: works under the guidance of a doctor called a radiologist to take pictures of body parts inside a patient; they also may give radiation therapy to patients for diseases such as cancer.

Youth Counselor: works with youth of all ages to provide support to youth on a variety of issues affecting kids; youth counselors may work in schools, private agencies or other counseling facilities.

Zoologist: studies the origin, behavior, diseases, and life processes of birds(ornithologist), mammals (mammologtist), reptiles(herpetologist), and fish(icthyologist); they perform experiments on both living and dead animals to study animal behavior and their life patterns.

Use the following lines to write a complete sentence using the careers listed on the previous pages (or one of your own) as the subject. Paraphrase your description or come up with your own information for your sentence.

A _____

B _____

C _____

D _____

E _____

F _____

G _____

H _____

I _____

J _____

K _____

L _____

M _____

N _____

O _____

P _____

Q _____

R _____

S _____

T _____

U _____

V _____

W _____

X _____

Y _____

Z _____

Materials
Pen or pencil,
Occupational
Handbook
and related sources

Career Pyramid: Part 1

Lavon is interested in a career where he will be able to use his artistic ability. Becoming an artchitect, graphic design specialist or working in advertising are a few of the careers he has an interest in. He needs help, however, in determining the steps needed to get a job in one of those fields. He has constructed a career pyramid on the following page that he will use to plan his possible career path.

At the top of the pyramid is his goal, a job in one of those fields. Below it are several steps he will need to consider to reach his goal. Choose one of the careers Lavon has selected above and, using a career information resource manual, write a brief description detailing important information he will need to know about each step of his career pyramid.

Below is a description of the information you should find for him on each step.

Salary and Wages:

What level of pay can someone
expect to earn in this field?

Employment Outlook:

What does the future hold for this field? Is it predicted to be a growing field,
a field in which opportunities will be limited in the future, or a field in which the employment
demand will not change?

Training and Qualifications:

Describe how someone would get a job in this field. Are there additional education requirements after high school? If so, what are they? What skills/experience will the employer look for when hiring employees?

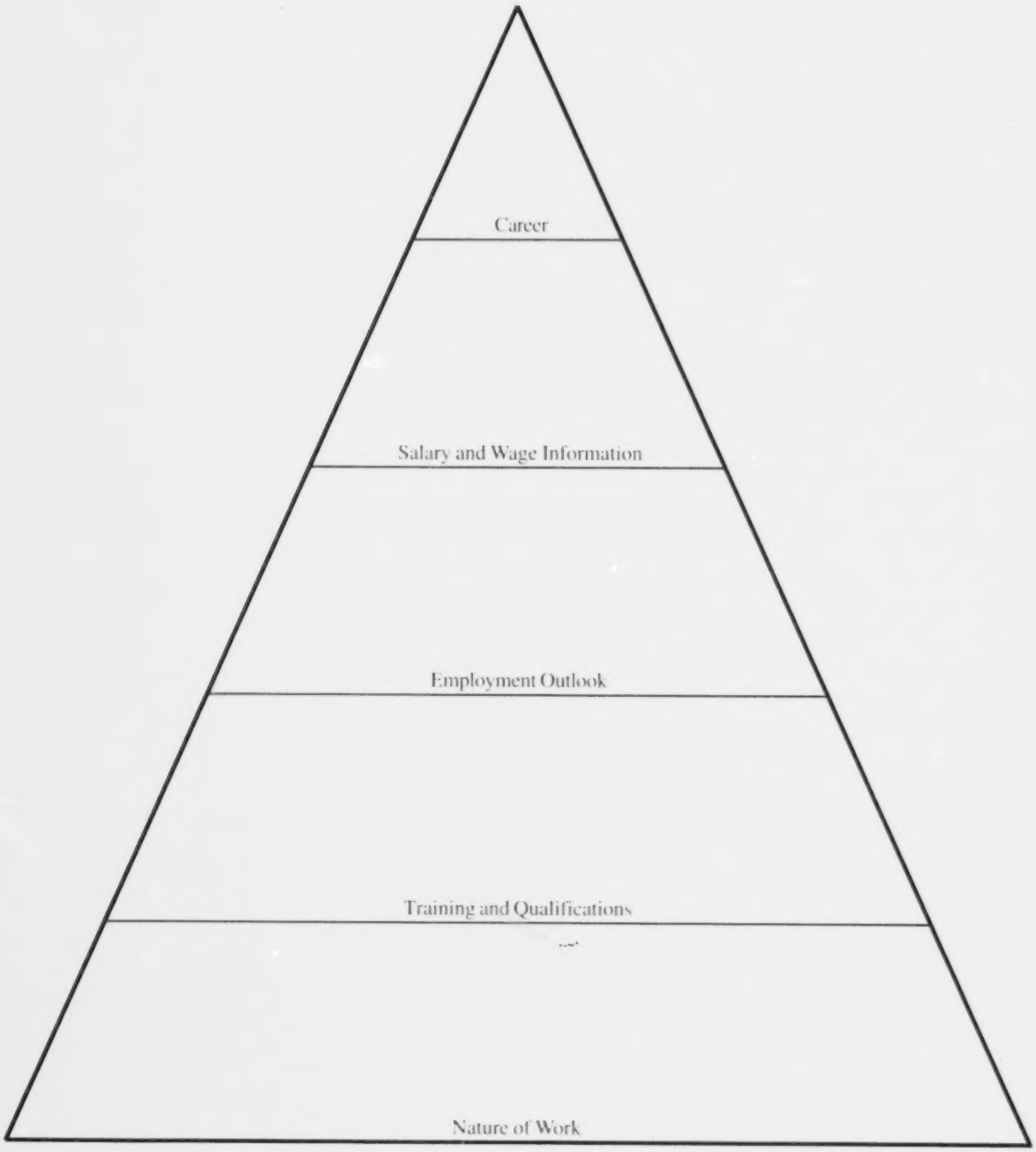
Nature of Work:

What do peple do in this line of work? Where is this job done and under what conditions?

- Complete the steps of Lavon's Career Pyramid on the following page. -

Career Pyramid: Part 1

Complete the pyramid steps below to help Lavon plan for a career in the field you have chosen for him:



Materials
Pen or pencil,
Occupational
Handbook
(or related sources)

Career Pyramid: Part 2

On the following page is a career pyramid that you will use to map out *your own* career pyramid for a career you might be interested in pursuing. Before you complete your career pyramid, however, it is important to consider your own interests and abilities so you can begin to think of areas which would best suit your interests and abilities.

List specific examples of subject areas (mathematics, language arts, science, etc.) that are of interest to you and that you think you can do well in. These do not have to be limited to the subjects you are currently studying in school. _____

_____

_____

_____

_____

Next, describe specific skills you think you possess that could possibly help you in reaching your career goal. Examples could include such things as; good writing skills, creative ideas, good problem solving skills, scientific knowledge and interests, work well with others, or even musical and artistic ability. Write your detailed description in complete sentences below. _____

_____

_____

_____

_____

Listed below are several career fields that you may want to consider in building your own Career Pyramid. Although the list does not include all of the careers in each field, it will give you a good idea of specific careers available in each field and could help you in choosing an area that may be of interest to you. Choose one of your own if it is not listed below.

Art/Music Related: Painter, sculptor, musician, writer, architect, fashion designer, graphic designer, radio and TV, newspaper

Business Related: Sales representative, administrative assistant, manager, business owner, advertising manager, financial manager, entrepreneur

Computer Related: Programmer, computer technician, software designer, word processor

Health Related: Nurse, dietician, physical therapist, laboratory technician

Machine/Construction/Skilled Trade Related: Automotive technician, foundary worker, machinist, computer automated drafting, construction worker, foreman/forewoman, electrician, plumber, mason

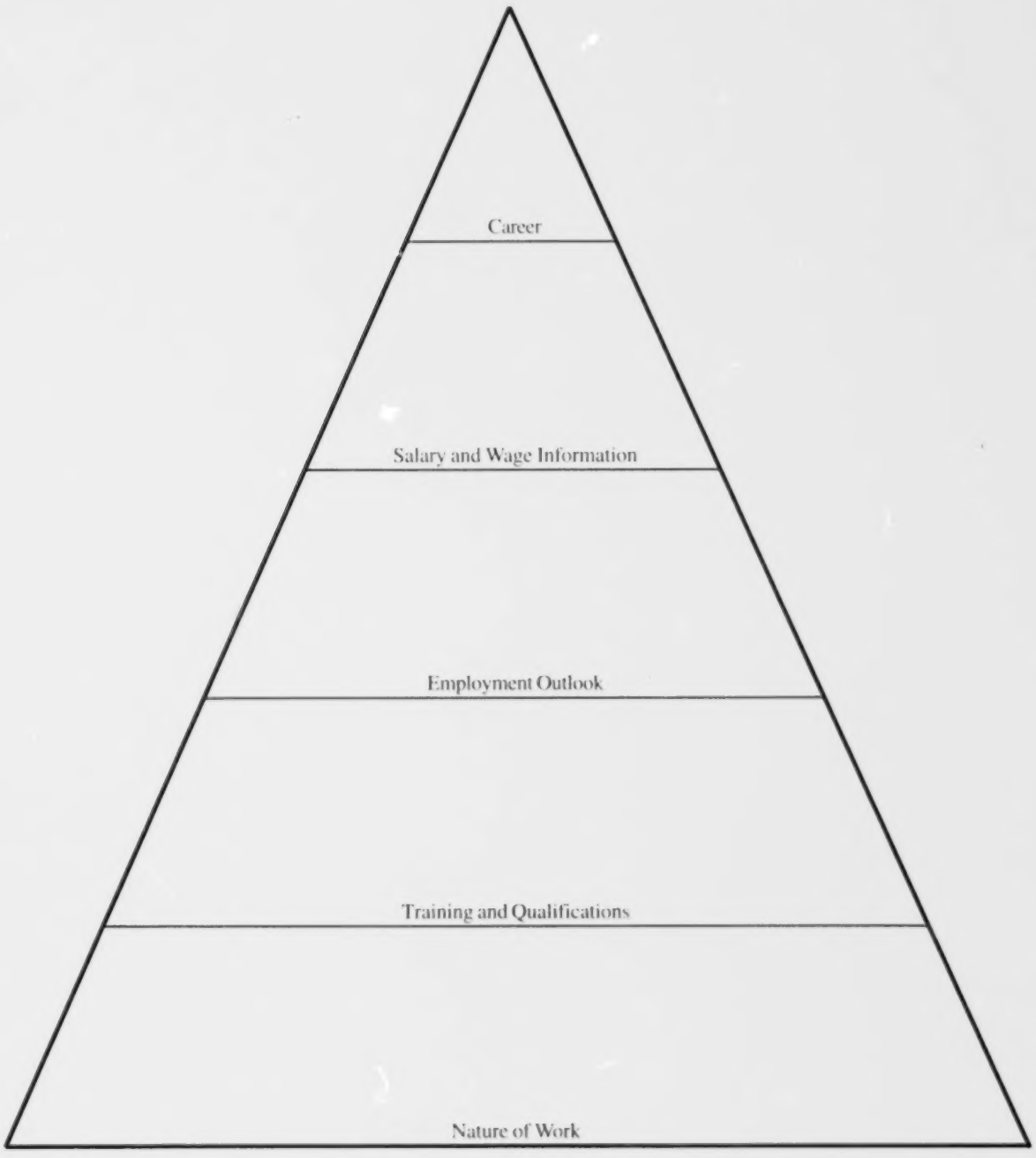
Professional Related: Doctor, teacher, lawyer, professor, veterinarian

Scientific Related: Biologist, chemist, researcher, zoologist, botanist

- Complete the steps of your own Career Pyramid on the following page. -

Career Pyramid: Part 2

Complete the Career Pyramid below for a career you have chosen, using the same steps you utilized in building Lavon's Career Pyramid:



Materials
Pen or pencil, Occupational Handbook (optional)

Career File: Part 1

This two-part activity will help you find out what it really takes to work in a career field that may be of interest to you. In this activity you will assemble a **Career File** to gather information on a career area that interests you. You may use the career you chose for the **Career Pyramid** activity or you can choose a different career field to investigate. If you need help in locating a list of careers that may interest you, ask your instructor, grade level counselor or librarian to show you a copy of an ***Occupational Handbook***, available at most schools and librairies.

Your **Career File** will include two parts. ***Part One*** involves a written summary of your thoughts regarding your career interests. ***Part Two***, on the following page, involves contacting someone who holds a position in the career area you have an interest in. The information you gather will provide a good indication of the skills and qualifications neccessary to hold a position in the career area(s) that interests you.

Describe everything you know about the career you are interested in. Include such things as education and training, hours, working conditions, salary. Write your description in complete sentences. _____

Write a paragraph below explaining three reasons why you selected the career field you are interested in. You may want to include things such as your likes/dislikes, areas of expertise, or knowledge of specific topics in your summary. _____

Materials
Pen or pencil, Occupational Handbook (optional)

Career File: Part 2

Part 2 will help you locate a business where you know people work in the career field that is of interest to you. The person you speak with could be a neighbor, relative, family member or friend. Do not limit your search to just your community, however. Many people outside of your community would be happy to help you in your activity if they are approached in a polite, sincere and respectful manner.

Libraries, community and business organizations, and even the Internet could provide you with a whole world of resources and opportunities to speak with people outside of your immediate location. Please remember, however, that careers are a personal matter to some people and that everyone you approach may not be interested in sharing their information with you. Be polite and respectful and you will find success. Thank the person, whether or not they agree to participate in your project.

Below is a list of questions that you may use in assembling ***Part 2*** of your **Career File**. You may use all, some, or none of these questions if you prefer to write your own on the lines provided at the bottom of the following page. Good luck with your search.

Name: _____ **Place of Work:** _____
City: _____ **State:** _____ **Country:** _____

1. What is your official job title? _____

2. Describe what you do on your job.
   _____
   _____
   _____
   _____

3. Explain any special training, experience or education you needed to get your job? _____
   _____
   _____
   _____
   _____

4. How did you find your job? _____
   _____
   _____
   _____
   _____

5. What is the best part of your job? _____
   _____
   _____

6. Is attendance important on your job? Explain. _____

7. What employee characteristics, other than knowledge of your area of expertise, do you possess that make you successful on your job? _____

8. What advice could you give someone who hopes to one day work in a career field similar to yours?

9. Explain how you use the following skills on your job (those they do not use, leave blank).

Written and Verbal Communication Skills: _____

Math Skills: _____

Problem Solving Skills: _____

10. Do you work as part of a team on your job? Explain. _____

11. Are you expected to learn new skills and concepts on your job? Explain. _____

Use the following lines to write some questions of your own. _____

Materials
Pen or pencil

Part II: *Workplace Skill Application and Problem Solving*

Cover Letter to a Resume

It's possible in the near future (and several times in your lifetime), that you will be applying for a job. Competition for jobs in the coming years is expected to increase as the skills necessary for those jobs increase. Workers who know the steps involved in applying for and competing for those jobs will be at a distinct advantage over those who do not. An important part of the process, outside of your skills and abilities, is the manner in which you present yourself to a prospective employer. This activity and the one that follows (**Writing Your Personal Resume**) will give you the opportunity to produce two important tools used in the job hunting process: a cover letter and your personal resume.

A **cover letter** is an important piece of the job hunting process. First impressions *are* lasting, so it's critical that the cover letter to your resume gives the employer a distinct and accurate impression of your intentions. The cover letter should not repeat information found in your resume; rather, it should include three or four short paragraphs containing several important pieces of information. Most of the time, the cover letter is written after the resume has been prepared so it doesn't repeat information included in both pieces.

Begin your cover letter by identifying the job for which you are applying. For this activity, you may use one of the jobs you investigated in a previous activity or choose a different one. Be sure to clearly indicate the specific job you are applying for, as well as how you became aware of it (newspaper, job service, a friend).

The second paragraph will include additional information not included in your resume that may give the employer a clearer picture of who you are and additional qualities you posses that would separate you from other applicants under consideration. Take the opportunity to "talk yourself up" a bit, but don't make it sound like you're "bragging" about your skills and accomplishments. Discuss additional related experiences, training and interests that would make you the ideal employee.

Finally, inform the employer that you will follow up with them at a future time to discuss this matter further. Give your phone number and the time(s) of day when the employer is most likely to reach you should they decide to call you before you follow up with them. Thank him/her for their consideration and state that you look forward to the opportunity to discuss this matter further.

The effectiveness of this letter usually will determine whether or not you will be considered and selected to interview for the position. Remember, you may be competing against many (possibly hundreds) of other applicants. Therefore, your ability to effectively communicate your qualifications for the job and tell your story can determine whether you get your "foot in the door" with a prospective employer. Give it some life, make it stand out! As always, be honest and truthful about everything you include in your cover letter and resume. (Refer to page 73 for a list of **do's** and **don'ts** of cover letters).

Your Name & Address

Employer Name & Address

Dear _____ : (Mr., Ms.)

Sincerely,

_____ Your Name

Materials
Pen or pencil

Writing Your Personal Resume

Your personal resume represents the second piece in the job hunting process. Much like the cover letter, it will provide the employer with important information related to your abilities, experiences and qualifications. If done well, it may prompt an employer to place your name on the "top of the heap" and give you an advantage over other applicants pursuing the same position.

A resume, however, is not just a business letter. It has a form all its own. Resumes are written and organized to allow employers the opportunity to gain useful knowedge about a potential employee's skills and qualifications at a glance. A resume usually includes some or all of the following: the applicant's job objective, education, work experience, talents, skills, honors, interests, professional certifications, clubs and memberships and other accomplishments. In short, it provides the employer with a clearly written picture of the applicant.

Most resumes can be contained on one page. In fact, some career service consultants recommend that a resume be confined to one page. The generally held belief is that some employers, burdened with hundreds of applicants, may not take the time to read the information on the second page, thus making information contained on the first page the most important. This is a commonly held belief, and should be considered a steadfast rule to follow in setting up your resume format.

Special cases, however (such as someone with numerous job-related or educational experiences), may be considered the exception to the the rule. Most applicants assembling information for their first resume will have no problem fitting their information on one page.

Resumes can be written and organized in a variety of formats and styles, but the most effective resumes will allow the reader to quickly locate and read the necessary information. On the following page, write your own personal resume for the job you selected in the **Letter of Application** activity. Complete the resume as though you have the necessary qualifications; in other words, project some of your goals and aspirations to form your ideal resume. Be realistic and honest in your projections for yourself by setting educational/career goals you will strive to reach.

The form used suggests a common resume format. If you decide on a different format, feel free to assemble your information on a separate page. Remember, though, a clean, easily read layout of information will make a better impression than a cluttered resume.

*Refer to the **Resume Dos and Dont's** on page 73 and the **Sample Resume** on page 76 for additional help in assembling your personal resume.*

Your full name, address & telephone

Job Objective:

- List the exact title of the job you are interested in -

Education:

- List schools attended, graduation dates, diplomas or degrees earned -

Experience:

- Name of Employer #1 -

Years employed

- List the job title and a short description of your responsibilities -

- Name of Employer #2 -

Years employed

- List the job title and a short description of your responsibilities -

Awards/ Recognition:

- List the award or activity and the date(s) involved -

- List the award or activity and the date(s) involved -

References:

It is appropriate to list "Reference Available Upon Request." However, if an employer asks for references, you can either list them directly on your resume or provide a separate reference sheet. For this excercise, list the names, addresses, and phone numbers of two people that would be good references for you. It is always a good idea to contact any references before you send their names to employers to make sure they are willing to discuss your situation with a prospective employer.

Materials
Pen or pencil

Application for Employment

THE GRAPHICS WORKS

PERSONAL INFORMATION

Name (last, first, middle) _____
Address _____ City _____ St ___ Zip _____
County/State of Birth _____
Phone _____ Social Security Number _____
Parent or Guardian (if under 18) _____
Address _____ City _____ St ___ Zip _____
Phone _____

EDUCATION

School _____ Phone _____
Address _____ City _____ St ___ Zip _____
Last grade completed _____ When? _____ Grade Point Average _____
Sports or Activities _____
_____
Post-Secondary Institution _____
Degree/Course of Study _____ Completion Date _____

AVAILABILITY

Full Time ____ Part Time____ *(check one)*
If part time, answer the following: I am able to work _____ hours/week.
Indicate the times you would be able to work during the week:

	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
From:						
To:						

Can you provide your own transportation to work? Yes ☐ No ☐

PREVIOUS EMPLOYMENT

Employer _____ Phone _____
Address _____ City _____
Job Held _____ Rate of Pay _____
Supervisor _____ Reason for Leaving _____

Answer the following as completely as you can:

What qualities do you possess that would make you a productive addition to our staff? _____

_____

_____

_____

_____

_____

_____

Explain a goal you have set for yourself in your life. _____

_____

_____

_____

_____

_____

_____

_____

Where do you see yourself in 10 years? _____

_____

_____

_____

_____

_____

_____

_____

_____

REFERENCES

Name (last, first, middle) _____

Address _____ City _____ St ___ Zip _____

Phone _____ Relationship to Applicant _____

Name (last, first, middle) _____

Address _____ City _____ St ___ Zip _____

Phone _____ Relationship to Applicant _____

I hereby attest that the information stated in this application for employment is factual and true. Any false statements may result in my removal from the hiring process.

Signature _____ Date _____

Materials
Pen or pencil, Interview Guidelines (page 77)

Mock Interview

Equally as important as the cover letter and resume is the interview. Preparation, confidence and the ability to communicate in an articulate manner are perhaps the most important skills you can take to an interview. Practice these skills prior to a job interview to gain the confidence necessary to secure the job you want.

In this activity, you and a partner will conduct a mock interview. You will both assume the role of interviewer (the employer doing the interviewing) and interviewee (the person hoping to get the job) during the activity. Take some time to agree on the type of job you are going to interview for. You may even want to name the company to make it as realistic as possible.

After you have selected a job and company for both of you, turn to page 77 and select 10 questions from the **Sample Interview Question** list. These are the questions that you, as the interviewer, are going to ask a potential employee. Write the questions on the spaces provided below. When you have both selected the questions you want to ask one another, let the interview begin. The interviewer should consider writing down a paraphrased version of the candidate's response for discussion after the activity is complete.

Remember, you are role playing and it is critical to stay in your "role" to make the interview realistic. Feel free to "ad lib" or converse with one another during the interview if the opportunity arises. In other words, feel free to ask additional questions not included on the list, or restate questions if necessary. Good luck!

Interviewer: _____ Candidate: _____

Company: _____ Date: _____

1. _____

_____

Response: _____

_____

_____

2. _____

_____

Response: _____

_____

_____

3. _____

_____

Response: _____

_____

_____

4. _____

Response: _____

5. _____

Response: _____

6. _____

Response: _____

7. _____

Response: _____

8. _____

Response: _____

9. _____

Response: _____

10. _____

Response: _____

Materials
Pen or pencil,
Creative Problem
Solvers

Role With It

Being involved in real world business decisions often involves discussing important issues as part of a group. Business ethics--the examination of whether a business is right in its pursuit of a profit--is an important consideration when a business begins operating. Often, differing opinions must be considered before a final decision can be made on a particular business topic or issue. The most successful people in the career world are most often the people who are the best problem solvers.

You will get the opportunity to practice your real-world problem solving ability with the following role playing activity. Read the business issue below, assume one of the roles described and, in a small group (four students), discuss the issue and arrive at a solution that is agreeable to all sides involved (called a consensus).

***Business Issue*:** Your city has recently received interest from Building Express, a company that builds large warehouse grocery stores for companies nationwide. They have made it known to your city council that they want to build a warehouse grocery store for a widely-known national grocery chain.

The site they are interested in is on the edge of town. It is also the ONLY available piece of land they are interested in. The piece they have selected is now farm land adjacent to a prime marshland area. The city, recognizing that this development would bring a number of jobs to the community, has authorized Building Express to begin speaking with all parties involved on the possible sale of the land for this development.

Several parties from the community have expressed an interest in being involved in the discussion process; some who are in favor of the project and some who are opposed. Below are brief descriptions of the people involved in the discussion of this important issue. Read each position description, choose a role to play (withholding your personal opinion, if necessary), and arrive at a decision that is fair to all sides involved.

Building Express, Inc. President : This person has worked for the past six months to get the opportunity to build this store. Extensive time, effort and money have been spent planning the project. Business has been slow this year, and the president needs this job to put his/her business back on track.

Land Owner: This person has lived on and farmed this land (which has been in the family for four generations) all his/her life. This person's home was built by his/her great-grandparents and has been occupied by family members ever since. The Building Express, Inc. President is willing to pay almost any price for the home and land, but the owner does not want to sell.

Unemployed Worker: This person recently lost his/her job and is looking at this development as an opportunity to find employment. He/She has experience in both the construction industry and store management and feels confident that he/she will be able to get a job if this project goes through.

Sports Enthusiast: This person enjoys hunting and fishing and is upset that yet another area, formerly occupied by wildlife, is being destroyed for the sake of "big business." This person is active in the community and has spent over 100 volunteer hours cleaning up pollution and constructing more habitat for fish and game in this wetland area.

- Write your group's contract solution on the following page. -

We, the parties involved, have come to the following decision that we feel is fair and equal to all sides:

Signed, x_____ x_____

x_____ x_____

Below, write your thoughts on how you think your discussion went. Was it a fair exchange of ideas? Did anyone involved sacrifice their position to arrive at a consensus?

If presented a similar situation again, what might you do differently? Explain.

Materials
Pen or pencil

Product Mobile: Part 1

Marisol is a sports fanatic. She loves to watch, play, read about and basically do anything that has to do with sports. Baseball, however, is her favorite sport of all. She has a dream of owning her own sports equipment company someday. Her company, ***Batter Up, Inc.***, is going to specialize in designing and producing the best aluminum and wood baseball bats money can buy. In order to reach her career goal she needs help in determining the steps involved in producing **The Brooklyn Basher**, the first bat she plans to offer once she starts her company.

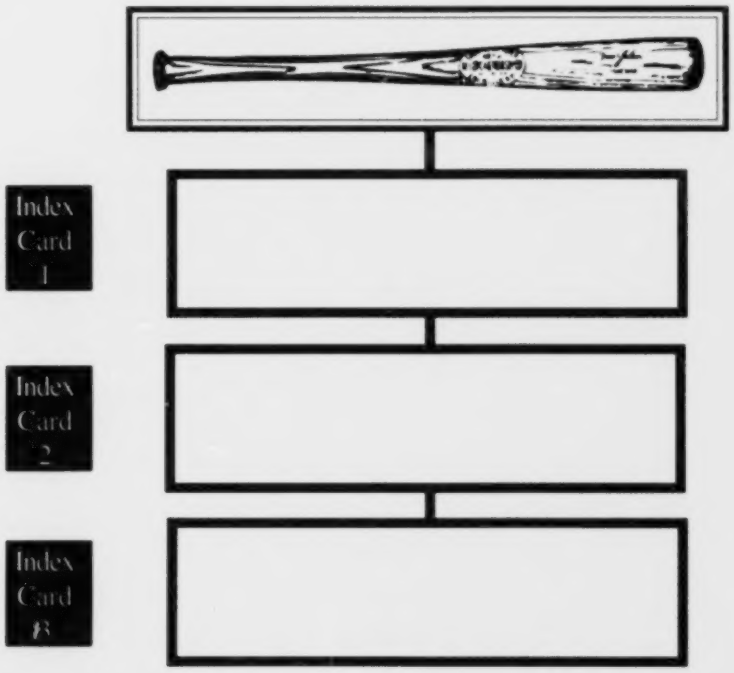
Marisol wants to make a product mobile to help her plan the steps involved in developing her ideal baseball bat. Her mobile will contain four items. First, at the top of her mobile, she has designed a replica (prototype) of **The Brooklyn Basher**. On each of three notecards hanging below it she plans to list information she needs to consider in the bat's development and production.

On the ***first notecard*** she will explain how she plans on marketing (advertising) her product so customers will become aware of its availability and the quality of the product. TV? Radio? Newspaper? Other means?

The ***second notecard*** will list materials or other resources she will need to manufacture her product, as well as the steps she thinks are involved in the construction phase.

On the ***final notecard (bottom)***, Marisol will establish the need for her product. Will customers really want a better baseball bat? How will hers be different? What edge will her product have over the competition?

- Help Marisol get her idea off the ground by completing each of the cards of her mobile below. -



Materials
Pencil, construction paper, notecards, string, scissors, crayons, colored pencils or markers

Product Mobile: Part 2

Now choose a product or service idea of your own. See if you can determine some of the steps involved in producing your product/service idea. Draw or construct a prototype of your idea that will serve as a model of how your finished product/service will look. Construct your own product mobile illustrating the steps you think will be neccessary to take your idea to its final form. This may require some research on your part to determine the steps involved in producing the product/service you have in mind. Be prepared to look at all of the resources available in your school or community (businesses, libraries, organizations, Internet, etc.).

First, however, you will need to choose a company name that will provide customers with a good, descriptive image of what your company can provide them.

Company Name: _____

***Product Idea*:** Give a detailed description of your product or service idea below. Discuss the benefits of your product/service to consumers and any other features that would set it apart from the competition (price, quality, unique features). Be specific. _____

_____

_____

_____

_____

_____

First Notecard **(describe your marketing plans for your product or service):** _____

_____

_____

_____

_____

Second Notecard **(list specific materials/resources and construction steps):** _____

_____

_____

_____

_____

Third Notecard **(describe the need for your product or service and its advantage over the competition):** _____

_____

_____

_____

_____

- Use the information you have assembled above to construct your own product mobile. -

Materials
Pens, pencils, markers, crayons, scissors, paper, poster board, audio/video equipment, computer

Spread the Word!

Advertising is an important part of any company's success. It gets the company's message out to its customers and, if done right, helps improve sales of the company's products or services. Advertising costs money, however, and depending on how successful a business is, all types of advertising don't work for all kinds of businesses. A company needs to know who its customers are so they can target the audience with the right type of advertising and message to get the most out of their advertising dollar.

For example, a company that manufactures and sells farm machinery probably would not benefit from running an advertisement in **Sail Board** magazine! That may be a waste of precious advertising money because most people who read **Sail Board** magazine probably aren't interested in purchasing farm machinery. Knowing your customers and targeting your advertising efforts is important if you want to see results from your advertising efforts. A successful advertisement most often will use some of these tactics to sell:

It will tell the consumer **why they should buy the** product or service.

"It will make your teeth whiter!"

It will explain the **benefits of their product over others, often using** testimonials from users.

"8 out of 10 dentists choose Shimmer Toothpaste over other leading brands."

It will mention price or added value as a buying incentive.

"The most affordable toothpaste available, and for a limited time you will receive two free tubes of Shimmer with every purchase!"

It will use creativity or humor to catch the consumers attention.

"I even use Shimmer on my dog's teeth. He loves it!"
with an image of a woman happily brushing her dog's teeth.

Some common forms of advertising are listed below:

Television	***Radio***	***Newspaper***	***Magazine***
Billboards/Signs	***Direct Mail***	***World Wide Web***	***Computer Bulletin Board***
Infomercials	***Coupons***	***In-Store Promotions***	

Using the product idea you developed for the **Product Mobile**, create an advertisement that fits one of the advertising categories above (or choose one of your own that isn't listed). Include some or all of the four parts of a successful advertisement in your ad. Remember, a memorable and creative advertisement may improve your company's sales. Make it lively yet realistic, and above all, truthful. If you plan on using video, audio or computer equipment, get permission before you begin. Good luck with your creation!

Materials
Pen or pencil,
Product Mobile
from page 31.

Who's Buying?

As a business owner, it is important to understand specific characteristics of your business, its customers and your competition so you can develop a plan to successfully market (sell) your product or service to them. Every business plan will include a section where a business describes the market environment which they are about to enter. This is called a ***marketing plan*** or ***marketing strategy***. A good marketing plan will provide a business with a variety of information. Every good marketing plan will answer the following critical questions:

1. ***Who are our competitors?*** In other words, what other companies are out there trying to do the same thing you are? Are they successful? If so, why? If not, why not? How do they market their product or service?

2. ***Who are our customers?*** Where do they live? What do they like to do? What is their occupation? What are their buying habits?

Gathering answers to some of these questions may require some research on your part. The library, local business organizations, your parents, teachers, or the Internet are locations where you will find information that will help you. Remember, all good businesses start with a plan; success does not just happen.

Using the product you developed for yourself for the **Product Mobile** activity on page 31 (or choose a different product or service idea), answer the following questions below to help you develop your own marketing plan for your company's product or service.

Company Name: _____

***Product/Service Idea*:** _____

Know Your Competition: Brainstorm a list of all the companies you know of who provide the same product or service that you plan on providing. If you do not know of any, do some research to find out if any companies exist that sell a product or service similar to yours. _____

_____

_____

_____

_____

_____

How does your competition make their product or service available to its customers? Is it available in stores? Through the mail? Other? _____

_____

_____

_____

_____

_____

In your opinion, are these companies successful? Why or why not? What do you think they do that makes them successful or unsuccessful? Explain.

Explain how your competition markets their product or service. Do they use all of the advertising forms listed on page 32 or just a few? Explain.

Know Your Customers

Complete the form below to help you determine who your customers will be.

Age Range: _____ Geographic Area: _____

Brainstorm a list of characteristics and interests you think a typical customer of yours will have. Will they be musicians? Will they have an interest in fashion? Will they be sports-minded? Be specific.

Describe how you will market to the customer(s) you described above. Will you use the same approach as your competition or will you develop one of your own? Explain.

Who's Buying?

Will your customers be purchasing your product or service year round or will the buying period be seasonal? Explain.

Brainstorm a list of advantages and disadvantages you think each type of marketing (retail, mail order, telephone, etc.) has. Which do you think will be most effective? Why?

You have the choice of pricing your product or service below, equal to, or higher than the competition. Customers purchase goods and services for a variety of reasons, however pricing often ranks near the top of the list. The lower priced product or service isn't always the most frequently purchased. Often, higher priced (and higher quality) products or services outsell lower priced products or services of equal value.

Describe where **your** price point will be (low, medium, high) and explain why you think customers will choose your product or service price over the competition's. What specifically about your product or service will make the consumer choose it over the competition?

Materials
Pencil, construction paper, colored pencils or markers

Who Needs It?

Many times a business must come up with creative ways in which to market their goods or services to their customers. Part of planning an approach to marketing, as you found out in the **Product Mobile** activity, involves establishing the need for a product or service.

Sometimes this is not as easy as it seems, especially when your customers may already have access to a similar product or service. This activity will challenge you to consider the needs of your customers and determine how you can best meet their needs.

You and your partner will choose (or be assigned) one of the six marketing situations described below.

Sell space heaters to citizens of Benghazi, Libya.

Sell bottled rain water to citizens of Jakarta, Java.

Sell bags of sand to citizens of Riyad, Saudi Arabia.

Sell bags of ice to citizens of Reykjavik, Iceland.

Sell fresh fish to citizens of Inuvik, Canada.

Sell freezers to citizens of Nordvik, Russia.

With your partner (check off each part as you complete it):

_____ 1. Create a short, effective sales pitch to your customers.

_____ 2. Process

_____ A. Arrive at a creative solution where your customers will recognize needs for your product or service that they are not aware of.
_____ B. Describe how your product or service will meet any of their needs.

_____ 3. The requirements for your advertisement are:

_____ A. Target the audience and show how your product/service can help them (above).
_____ B. Create an advertisement (or explanation of your ad) 15 to 60 seconds in length.
_____ C. Your ad may be in any form (radio, TV, newspaper, Web Page, etc.).
_____ D. Share equally in the preparation and presentation of your ad.
_____ E. Do not use fear tactics or deception in your advertisement.

Group Evaluation

Name _____ **Name** _____

Content: How well did the speakers . . .

	Excellent	Very Well	Average	Fair	Not At All
1. Identify the target customers?	5	4	3	2	1
2. Show how their product/service will help their customers?	5	4	3	2	1

Delivery: How well did the speakers . . .

3. Present a clearly spoken or written message?	5	4	3	2	1
4. Use their time? Short? Long?	5	4	3	2	1

Total Points Earned = _____

Total Possible = _____

Percentage = _____ (points earned divided by points possible)

Comments: _____

_____

_____

_____

_____

_____

_____

Materials
Pencil or pen, calculator (optional)

The COGS Are Coming!

Any business owner knows that the bottom line in running a business is making money. Or, more importantly, making a profit. A business earns a profit when the amount they pay for rent, utilities, advertising, cost of goods sold **(COGS)**, and all other operating expenses is less than the total amount earned in sales. The difference between the two is called **profit**.

Any business owner can also tell you the importance of "knowing your numbers," a phrase businesses use to describe the process of keeping track of all the costs involved in running a successful and profitable business. "Knowing your numbers" will allow a business to predict the "break even" point; that is, the point at which a business is able to cover all operating costs and begin to make a profit. In addition, knowing exactly where money is being spent is important when a company takes its business plan to a bank or lender with the hope of getting a loan.

Businesses that produce a product for consumers use the term ***cost of goods sold*** **(COGS)** to describe the amount of money it takes to produce, package and market a product. In other words, it represents the amount it costs the business to produce a baseball bat, apple pie, or whatever it is a company sells. Knowing this amount helps a business determine how much it will charge consumers once the product is on the market. Other factors come into play in determining pricing of products, but the COGS is where most businesses begin when they start to determine pricing for their goods.

Problem Solving Situation

Kari is learning a lot about COGS. She recently decided to use her artistic ability to start a small T-shirt company in her hometown of Charleston, SC. Working out of her home, she will produce custom designed, silk-screened T-Shirts at an affordable price. Her older brother, Dwayne, helped her with some of the paper work necessary to start a home business and has convinced her that she needs to know her numbers before she starts anything else.

"You can't just dive into this business, Kari," said Dwayne, a business student at a local technical college. "You've got a great idea, but now you need to plan your business so you don't set yourself up to fail. Do you know how much each shirt will cost you to make?"

Kari had done some research. "Well, I've gathered some prices for different colors and sizes of T-shirts," she said, "and I know how much I have to pay for the dyes I'll use. I saved up about $450, and I bought a used silk screen machine last year. I guess the only thing I really need to do is pull all of the numbers together."

"Right," said Dwayne, "now all you need to do is figure out your COGS to determine how much you'll charge per shirt and how much you'll profit per shirt and you'll be on your way to becoming our family's first successful businesswoman!" Kari looked puzzled by the term "COGS," so Dwayne told her what she neeeded to know about COGS and pricing.

He also began talking more about something called ***profit***, which as Dwayne said, "is the amount you earn after all your expenses are taken out. It's sometimes shown as a percent, but for our purposes, we'll show it as a dollar amount." He said she would first need to determine a few things about her product, however.

"You'll need to figure out how much you're going to mark up your product," he said. "Markup basically means deciding how high your price will be over what it costs you to make it. For example, if each shirt costs you $2.00 to make and you decide to sell it for $10.00, you've decided to mark up your shirt by five times, which would give you how much profit for each shirt?"

"Eight dollars per shirt!" Kari shouted enthusiastically. "And that's my profit per shirt?" she asked. By representing her profit over the retail price (8/10) she figured her profit percent would be 80%. "Wow, if I mark it up ten times I could really make a profit!"

"You're right, but be careful," cautioned Dwayne. "You may not sell as many shirts--or ANY for that matter--at that price if the customer doesn't think it's worth it. So in that case, a higher profit could lead to lower overall profit because fewer people are willing to pay the higher price."

Dwayne continued: "Pricing is a very tricky thing, Kari. You need to know how much your customers are willing to pay, as well as how much you need to charge to make sure your business can survive."

Below is the sheet Kari and Dwayne developed to figure out her numbers. She located a company in Charleston where she can buy her T-shirts at wholesale cost. She also conducted a survey of eight T-shirt shops in the area to find the average price per T-shirt. She will use this information to determine the pricing for the shirts she produces and sells.

Kari has decided that a markup of six times her COGS will allow her to earn a profit and still be competitive with the other shops. Use the information below to help her "find her numbers" and determine if she has made the right decision.

T-Shirts Purchased = 100

Total T-Shirt Cost = $200.00

Kari's Cost per Shirt = $_____ (total T-shirt cost divided by quantity purchased)

Dye Purchased = Two containers each of Red, Yellow, Blue, White and Black with each container being enough to use on 10 shirts.

Total Cost = $100.00

Dye Cost per Shirt = $_____ (total dye cost divided by the number of shirts her supply will produce)

Cost of Goods Sold (COGS) = $_____ (Wholesale price per shirt + Dye cost per shirt)

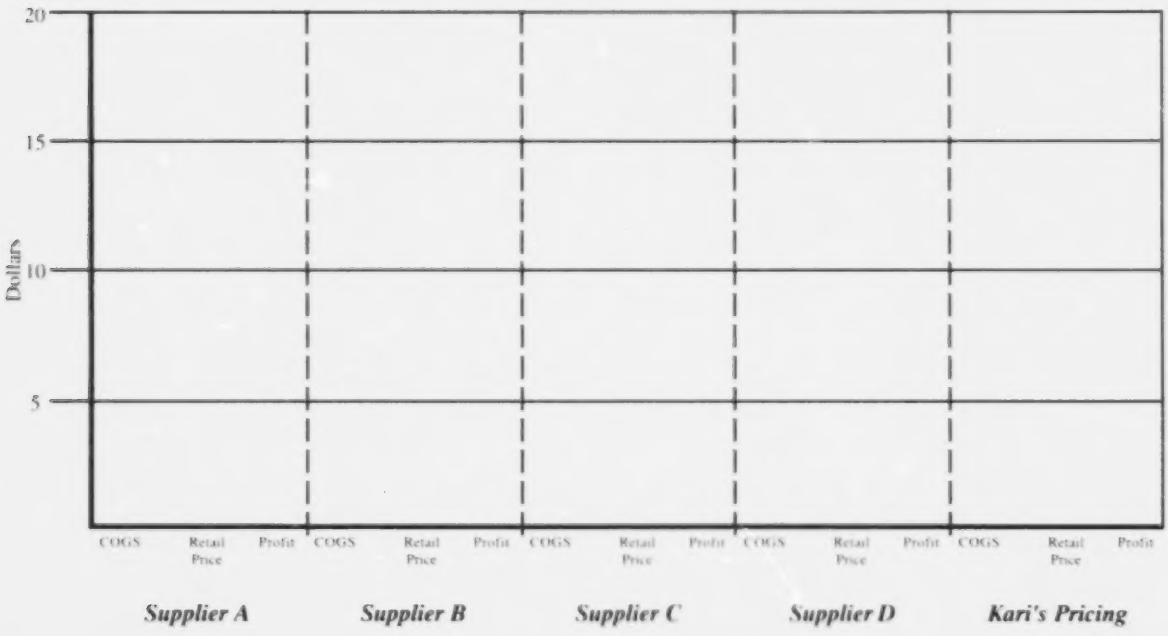
Retail Price per shirt = $_____ (At a markup of 6 times the COGS)

Profit per Shirt (in dollars) = $_____

Kari has decided to get different prices for her T-shirts and dyes from a number of suppliers in the Charleston area. This is a good idea because it allows her to determine the best price for her business and her customers. She has collected the information below and has already figured her COGS per shirt, as well as possible markup amounts for the retail price of each shirt.

Use the spaces provided below to determine the retail price of each shirt, as well as the profit on each shirt sold. Use the template below to represent the information in a bar graph.

COGS per Shirt		**Markup**	**Retail Price**	**Profit per shirt**
Supplier A:	$2.25	6 1/2 times		
Supplier B:	$3.15	5 times		
Supplier C:	$2.05	8 times		
Supplier D:	$1.50	10 times		



Does Kari's retail price ($18) appear to be a good price to you? Why or why not? _____

If you were running Kari's business, would you stick with her original pricing or would you select one of the other suppliers (A, B, C or D)? Explain your decision. _____

What factors, other than price, need to be considered in selecting a supplier (i.e., quality of shirt, service and delivery, etc.)? Explain. _____

Materials
Pencil or pen, calculator (optional), colored pencils, markers, ruler

Business Budget Plan

Carmen and Lupe Sanchez are sisters who want to open a store where they will sell and repair musical instruments in their hometown of Santa Fe, New Mexico. They realize that if they want to receive a loan to start their business, they will need to write a business plan to show the bank their "road map" for managing the business.

Part of their business plan involves setting a budget to track monthly expenses. Setting a budget will help them make sure the business is not spending money needlessly and will also help Carmen and Lupe manage the financial end of their business more effectively. By establishing a budget, they will allow themselves a specific amount of money each month for expenses the business must incur to survive.

Below is the nearly-completed budget portion of their business plan. They've run into some difficulty figuring some of their amounts and have asked you for assistance to complete the budget plan. See if you can help them out by filling in the missing dollar amounts on the lines below.

Monthly Budget		**Total Amount Column**
Rent:	*$450*	*$450.00/month*
Utilities:		
Electricity	*$100.00*	
Gas	*$ 85.00*	
Telephone	*$122.00*	
Water	*$ _____*	
Total Utilities =	*$360.00*	*$360.00/month*
Advertising:		
Radio	*$125.00*	
Newspaper	*$ 70.00*	
Mailing	*$ 45.00*	
Total Advertising =	*$ _____*	*$ _____ /month*
Inventory:		
Instruments	*$573.50*	
Repair Kits	*$ _____*	
Instrument Parts	*$320.75*	
Total Inventory =	*$950.00*	*$950.00/month*

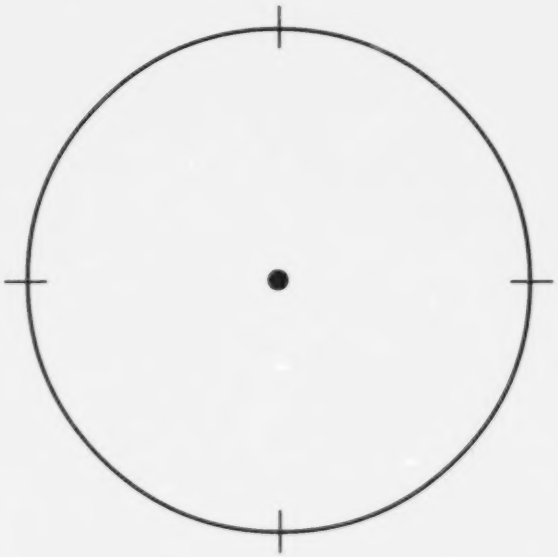
Add the following monthly expenses to determine Carmen and Lupe's projected **Total Monthly Expenses**. This sum total will represent the amount of money they need to make each month to reach the _____ _____ point, or the point where they will no longer be in debt. Search the vocabulary list to find the correct term that completes the phrase above.

Using the circle provided below, construct a ***pie graph*** to show Carmen and Lupe the portion of their monthly expenses that are being spent in the four expense areas. The whole pie represents total monthly expenses (100%) with each expense item getting its "piece."

Use exact amounts or estimate the amounts to the nearest 10 dollars. Make sure you label each piece of the pie with the correct expense item (rent, utilities, advertising, inventory). Color can also be added to make each piece stand out a bit more. Enter and graph the correct amounts from the Budget Plan below.

KEY (Use the same colors for all of the following graphs)

Color		
☐	**Total Rent**	= $_____
☐	**Total Utilities**	= $_____
☐	**Total Advertising**	= $_____
☐	**Total Inventory**	= $_____
	Total Expenses	= $_____

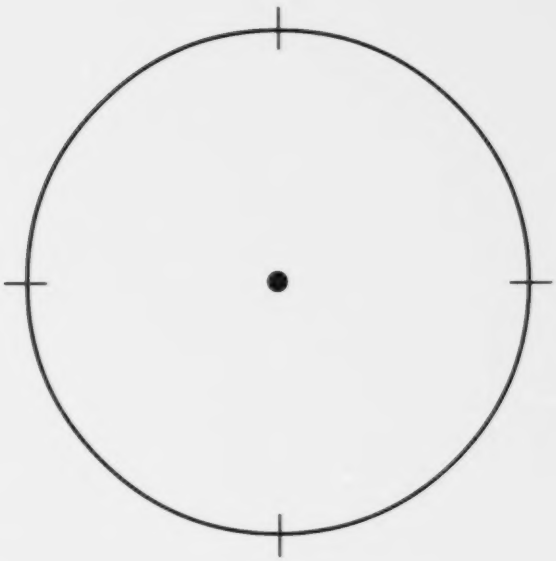


Assuming they will spend the same amount each month, predict their expences for each category.

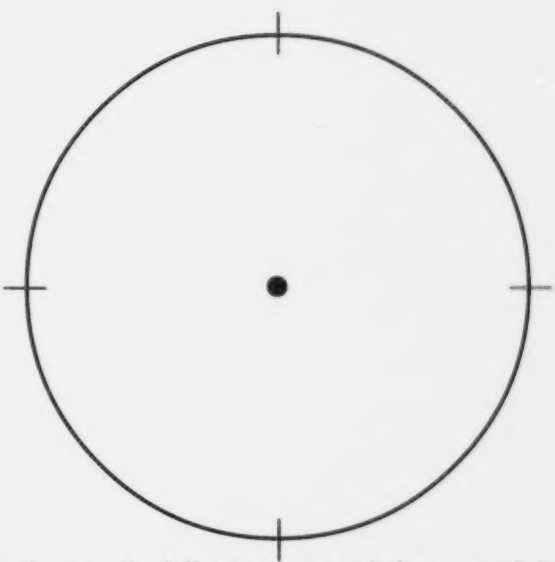
	After 6 months	*After 12 months*
Rent	$_____	$_____
Utilities	$_____	$_____
Advertising	$_____	$_____
Inventory	$_____	$_____
Total Expenses	$_____	$_____

- Graph the information above using the pie charts on the following page. -

6-Month Expense Graph



12-Month Expense Graph



- Use the questions on the following page to help you explain your findings. -

1. What similarities or differences do you notice about each pie graph's amounts? Be specific.

2. How would knowing these amounts help Carmen and Lupe run their business? Explain.

3. With any business, expenses may need to be adjusted or changed over a period of time. Predict two things that could happen that might cause some of these amounts to change over time.

4. Find an area in their budget where you might be able to cut their expenses and still have the ability to run a proiftable business. Give specific examples to support your cuts and state any other changes that may have to occur as a result of making the cuts.

5. Explain how you determined their break even points for 6 months. For 12 months.

Materials
Pencil or pen, U.S. map, atlas, ruler, Occupational Handbook

Location, Location, Location!

Vashon and Enrique go to school in their home town of Mobile, Alabama. They do everything together and are rarely apart. Although they have many options available to them after high school, they both agree that a business partnership between the two of them is a real possibility.

They realize they may need additional education after high school to learn the skills necessary to plan, build and manage a profitable business. However, they are confident they have the drive and determination to make their dream come true. They already have a few ideas for their start-up business, ranging from everyday products to specialty services, but nothing is "for sure" at the moment. The sky is the limit as far as they're concerned.

Together, Vashon and Enrique came up with a list of business ideas that they both have an interest in. They thought they should both agree upon these ideas and have an interest in or knowledge of them before they added them to their list. Although their knowledge of these careers is somewhat limited right now, they know they will need to learn everything about the business before they can set up shop. Below is their list of possible businesses. If you are not sure what the business involves, you may need to do some research to determine what it involves.

Ski Equipment Business	***Physical Fitness Center***	***Flower Shop/Nursery***
Compact Disc and Tape Store	***Home Construction Company***	***Pool Supplies, Cleaning and Repair***
Home/Business Cleaning Service	***Advertising Agency***	***Camping and Outdoor Supplies***
	Sailboard/Surfboard Company	

Vashon and Enrique plan to match their business to the best possible location, not just in Mobile, but nationwide. Location, they read, is perhaps one of the most common reasons some start-up businesses succeed or fail. With that statement in mind, they decided to do some research to find the best locations in the country for small businesses. They headed to the library and started digging for information.

Their search turned up the table of information found on page 47. The table shows the top 10 cities in the country for small business opportunities, their population, and the nearest major city over 55,000 people. Vashon and Enrique also want to know the distance and population of the nearest major cities but haven't been able to locate that information yet. Use a United States map or atlas to find the cities (the Top 10 cities and the nearest major cities) and place them on your map on page 50. Determine the mileage between the Top 10 city and its nearest major city as well as its population. Place that information in the spaces to complete the table.

Top 10 Cities In The United States For Small Business Opportunities

Top 10 Cities *(in order)*	**Population**	**Nearest Major City**	**Population**	**Mileage From**
Phoenix, AZ	1,051,515	Tucson, AZ	_____	_____
Gaithersburg, MD	43,793	Washington, D.C.	_____	_____
Austin, TX	512,000	San Antonio, TX	_____	_____
Pittsburgh, PA	369,900	Youngstown, OH	_____	_____
Kansas City, MO	432,500	Topeka, KS	_____	_____
Seattle, WA	531,400	Tacoma, WA	_____	_____
Portland, OR	471,325	Salem, OR	_____	_____
Minneapolis/St. Paul, MN	*640,618	Rochester, MN	_____	_____
Lincoln, NE	199,354	Omaha, NE	_____	_____
Columbia, SC	**99,000	Charlotte, NC	_____	_____

* *Minneapolis has a population of 368,383; St. Paul has a population of 272,235.*
** *There are 472,000 people in the greater metropolitan Columbia area.*

With this information in hand, Vashon and Enrique can begin to match some of their business ideas to the Top 10 locations around the country. They need your help to complete this task. On the lines provided after each of their business ideas, name the city where you would locate that particular business and, using complete sentences, give two reasons why you chose it there. Population, climate, geographic location and personal knowledge of the area may be used as reasons why you chose to match the city to the business.

Ski Equipment Business

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Physical Fitness Center

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Flower Shop/Nursery

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Compact Disc and Tape Store

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Home Construction Company

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Pool Supplies, Cleaning and Repair

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Advertising Agency

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Camping and Outdoor Supplies

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Home/Business Cleaning Service

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Sailboard/Surfboard Company

Location: _____

Reasons: 1. _____

_____

2. _____

_____

Answer the questions and mark the location of the Top 10 cities and their nearest major city on the map on the following page.

Location, Location, Location!

Do you think it's important to have a business located near other major cities? What are some advantages and disadvantages to having a business located near other metropolitan areas? Explain. _____

If you were asked to brainstorm some business ideas and select locations for them, which businesses and locations would you choose and why? Support your choices with specific reasons. _____

Use a dot (.) and city name for each of the Top 10 cities, and an asterisk (*) and city name to mark the location of the nearest major city.

Materials
Pencil, markers, calculator, ruler

For the Birds

In the business world, many things can influence whether or not a business makes a profit (expenses, sales, pricing, etc.). Determining the amount of money on each sale that is clear profit is a task that every business owner performs regardless of their product or service. Terms such as cost of goods sold (**COGS**), retail price and profit are terms that every business owner is familiar with because they help the owner determine how they set their prices and how much they will make as profit.

Below is a simple profit statement for *Bird Houses Plus*, a Sacramento, CA based company that makes top-notch, outdoor bird houses and bird feeders. Three of their more popular bird house models are listed below along with the **COGS** (the amount it costs Bird Houses Plus to manufacture each house: materials, labor, advertising, packaging, shipping) and the retail price (the amount of money they charge the consumer to purchase each house). Complete the table below by determining the profit (retail price minus **COGS**) on each bird house model they sell.

Product Item	**COGS**	**Retail Price (RP)**	**Profit (RP - COGS)**
Cardinal Castle(CC):	$5.75/unit	$25.95/unit	$ _____
Swallow's Suite(SS):	$5.15/unit	$22.95/unit	$ _____
Blue Jay Bungalow(BJB):	$4.75/unit	$19.95/unit	$ _____

Below is a sales record for *Bird Houses Plus* during a recent month's selling period. Use the **Total Units Sold** column to help you determine the amount of profit *BHP* made on each item. Place the correct amounts under each column on the lines provided, then display the sales information on the bar graphs provided. Remember to complete the key for each set of graphs using color or shading so the reader can clearly understand the information you have represented.

Cardinal Castle Sales Record (CC)

Week	**Total Units Sold**	**COGS** *(x $5.75)*	**Total Retail Sales** *(x $25.95)*	**Profit**
1	200	$ _____	$ _____	$ _____
2	325	$ _____	$ _____	$ _____
3	192	$ _____	$ _____	$ _____
4	230	$ _____	$ _____	$ _____
Total	_____	**$** _____	**$** _____	**$** _____

Swallow's Suite Sales Record (SS)

Week	Total Units Sold	COGS (x $5.15)	Total Retail Sales (x $22.95)	Profit
1	96	$ _____	$ _____	$ _____
2	135	$ _____	$ _____	$ _____
3	174	$ _____	$ _____	$ _____
4	168	$ _____	$ _____	$ _____
Total	_____	**$** _____	**$** _____	**$** _____

Blue Jay Bungalow Sales Record (BJB)

Week	Total Units Sold	COGS (x $4.75)	Total Retail Sales (x $19.95)	Profit
1	227	$ _____	$ _____	$ _____
2	186	$ _____	$ _____	$ _____
3	232	$ _____	$ _____	$ _____
4	248	$ _____	$ _____	$ _____
Total	_____	**$** _____	**$** _____	**$** _____

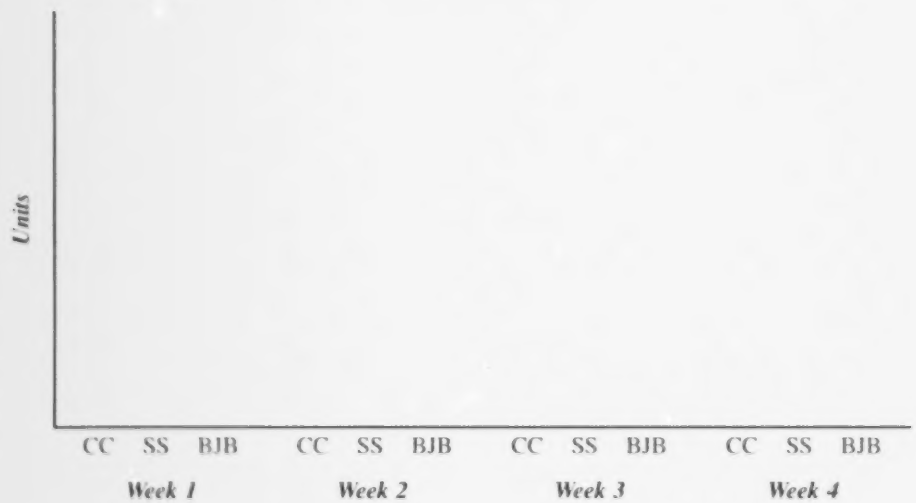
KEY *(All Graphs)*

CC = ☐

SS = ☐

BJB = ☐

Total Units Sold



- Evenly divide the Units to accommodate for the graphed amounts. -

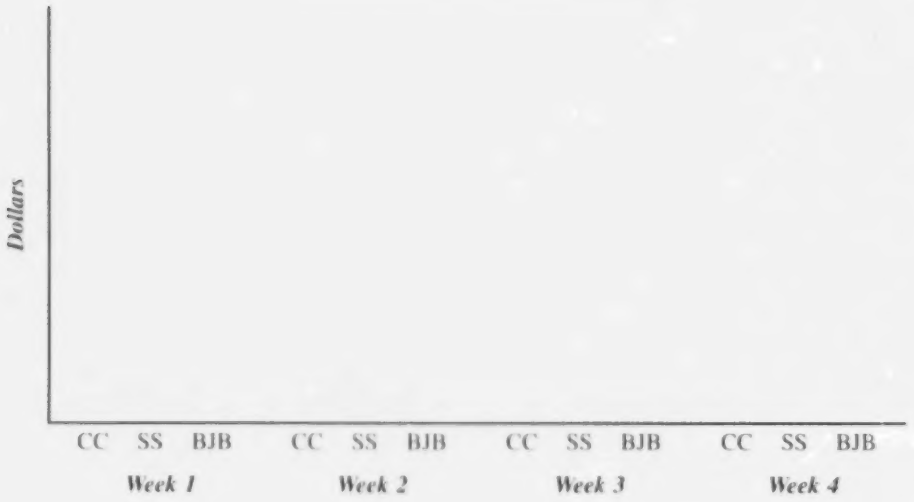
KEY *(All Graphs)*

CC = ☐

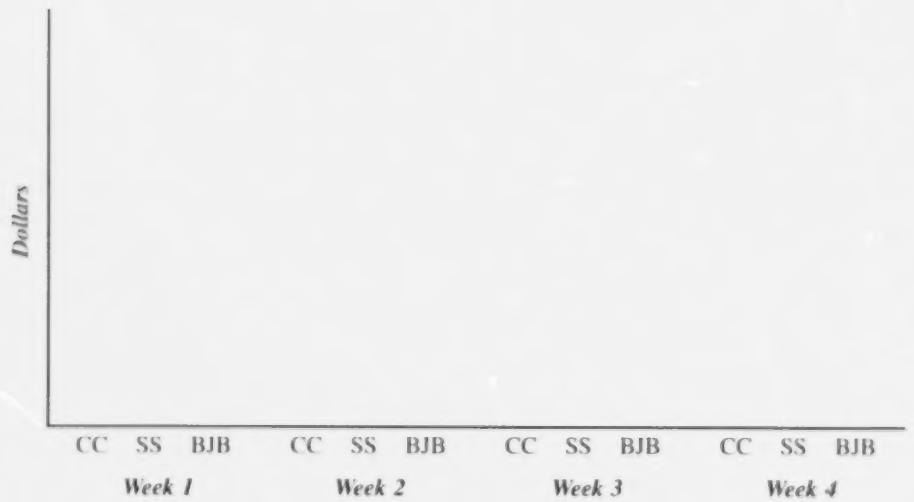
SS = ☐

BJB = ☐

Total Cost of Goods Sold (COGS)



Total Retail Sales



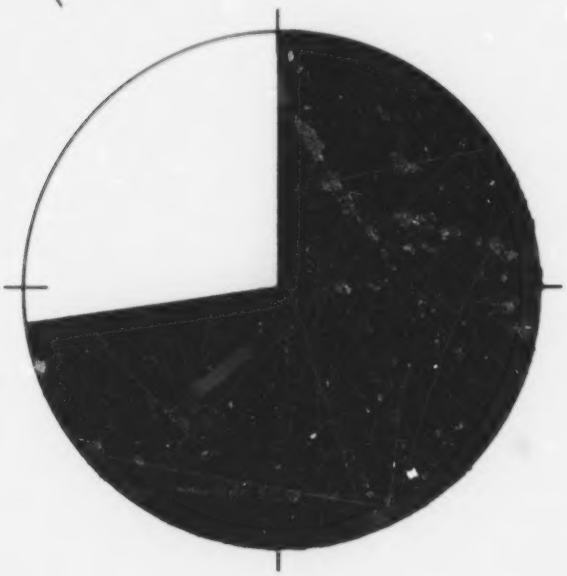
- Evenly divide the Dollars to accommodate for the graphed amounts. -

Using the pie graphs that follow, represent the profit earned on each bird house model as a percent. To determine the percent of sales that results in profit, divide the profit (in dollars) by the total sales earned. For example, $15.75 of profit on an item with a retail price of $22.00 will yield a 72% profit per sale:

15.75 divided by 22 = 0.715 which rounds to .72 or 72%

(The area shaded black represents 72%)

Practice Graph Example

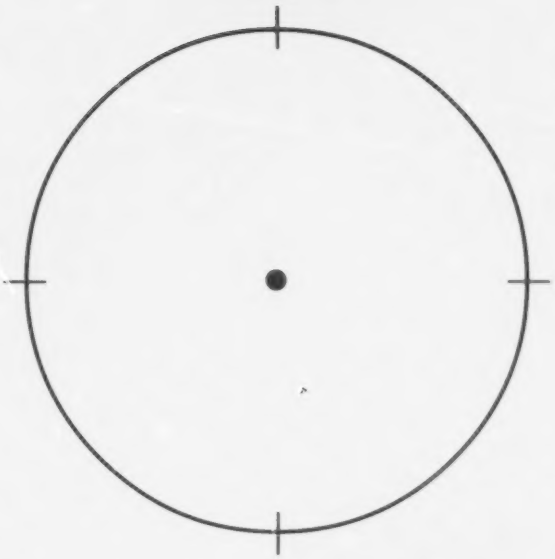


KEY (Use on all three pie graphs)

Profit % = ☐

COGS % = ☐

Cardinal Castle



Total Profit (in dollars) *divided by* **Total Retail Sales** = **Profit %**

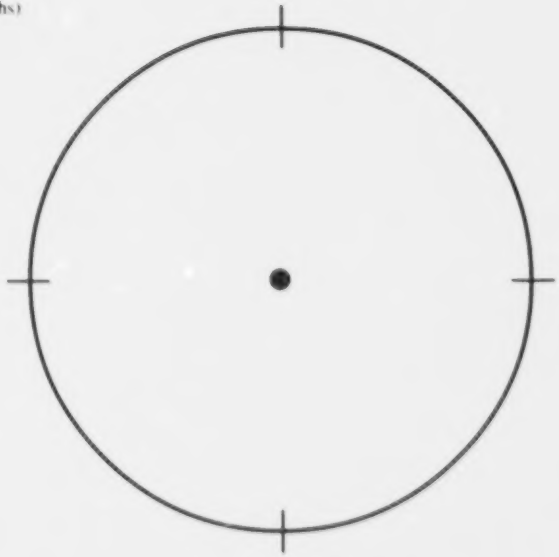
_____ _____ _____

KEY (Use on all three pie graphs)

Profit % = ☐

COGS % = ☐

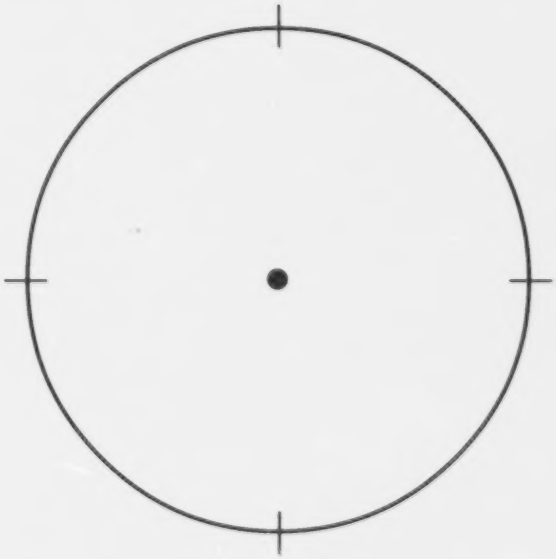
Swallow Suite



Total Profit (in dollars) *divided by* **Total Retail Sales** = **Profit %**

_____ _____ _____

Blue Jay Bungalow



Total Profit (in dollars) *divided by* **Total Retail Sales** = **Profit %**

_____ _____ _____

1. Based on your results, can you tell whether or not *Bird Houses Plus* is a profitable business? Use the data from your work to support your claim. _____

2. What similarities or differences in profit percentage did you discover? Explain. _____

3. Describe some advantages and disadvantages in pricing a company's products in this manner.

4. If you were managing *Bird Houses Plus* and were looking for ways to increase your profitability, what would you decide to do? Use specific examples of pricing, COGS, expenses, and profit to support your plan. _____

Part III: *Appendices*

Classroom Entrepreneurial Activity

The following pages contain a set of guidelines for teachers and students to use in setting up and running a profitable small business from school or home. Not eveyone has the organizational skills or the drive to be their own boss and manage their own business. However, given the right circumstances, the right product or service and a solid background in basic math, language arts, business and problem solving skills, virtually anyone can become a successful entrepreneur if given the opportunity.

Any business owner will tell you that it is extremely hard work. Certain risks (primarily financial) involved with running a business aren't immediately visible to a casual observer. Design, research, production, marketing and accounting are just a few of the "hats" an entrepreneur must be willing and able to wear at one time or another on the job. Basic skill knowledge in key academic areas is a necessity for someone considering a career as an entrepreneur. If you have the knowledge (and the ability to learn), determination and belief in yourself, you may be a prime candidate for becoming an entrepreneur.

Successful entrepreneurs do not just *happen*. They are *made*. Careful planning and research often mean the difference between a business that fails and one that succeeds. Obviously, a key ingredient to success is having an idea that will fill a need for the consumer. Successful business ideas come in all different shapes and sizes and fill a variety of needs. Entrepreneurs have made a living selling everything from metal springs (Slinkys), to rocks (The Pet Rock), to ice cream (Ben & Jerry's Ice Cream), to used sporting goods (Play It Again Sports). It all depends on finding the right niche, or group of consumers, who will recognize the value of your product or service enough to actually buy it!

The product ideas listed on the following page were chosen for a number of reasons and are by no means meant to represent a complete list of products that can be easily manufactured. We chose the listed products based on their relative ease of construction and their broad range of consumer appeal to both students and adults. Because of the number of variables involved in the production of each item (cost, class size, number of items produced, production steps), we have supplied you with a list of materials that will help your business get started. Most of the items suggested are available in kits from your local art supply or craft store. Each kit will contain specific directions on how to produce the product.

The Production and Sales Record Sheets, as well as the Production and Sales Record Graph templates, will help you manage, record and display some of the activities you will undertake in this business venture. COGS and retail price of each item depend on the cost of materials for each product.

Remember the 5 Ps, "Proper Planning Prevents Poor Performance." Good luck with your small business and HAVE FUN!

Product Explanation--Materials

Tie Dye T-Shirts

* Cotton T-shirts in various sizes
* Tie dye kit
* Rubber Gloves
* Masking or clear tape
* 3 large pots for boiling
* Stove or portable burners
* Freezer bags
* Drying racks or clothes line
* Drop cloths or newspaper
* Clothes pins

Baked Clay Necklaces and Earrings

* Ornamental modeling clay kit (asst. colors)
* Leather thong pieces (threading)
* Earring parts (fishhooks)
* Rolling pin (preparation of clay)
* Toothpicks (poking holes in pieces)
* Clothes hangers (for baking spherical piece)
* Pre-cast molds and patterns for figures
* Egg cartons or muffin tins (storage)

Kitchen or Locker Magnets

*Magnet strips (backing of item)
*Epoxy glue or hot glue gun (attaching item to magnet strip)
*Tagboard or poster board (magnet backing)
*Magazine pictures or ornamental pieces (clay, beads, etc. for magnetic item)
*Laminate (sealing of magnetic picture item)

Buttons

* Button maker
* Mylar disc (button covering)
* Metal disc (behind button design item)
* Metal flange (pin backing)
* Circular button templates
* Colored paper (button design item)
* Scissors, markers, pencils, pens
* Pre-designed button logos

Popcorn Balls

*Popcorn popper
*Popcorn, oil, salt, measuring spoons, cups
*Sugar, light corn syrup, baking soda
* Vegetable oil, margarine, vanilla
*Peanuts, red hots, etc.(mix with popcorn)
* Bowls, pots, spoons, spatula, hot pads
* Stove or portable burners
* Wax paper (storage)
* Plastic wrap (packaging)

Other similar product or service ideas to consider are: *Candles, Cereal Bars, Spirit Pom Pons, Book Covering Service, Friendship Bracelets*

PLEASE NOTE: Most of the items listed will require some degree of adult supervision depending on the age and ability level of the students involved. We recommend constant supervision through

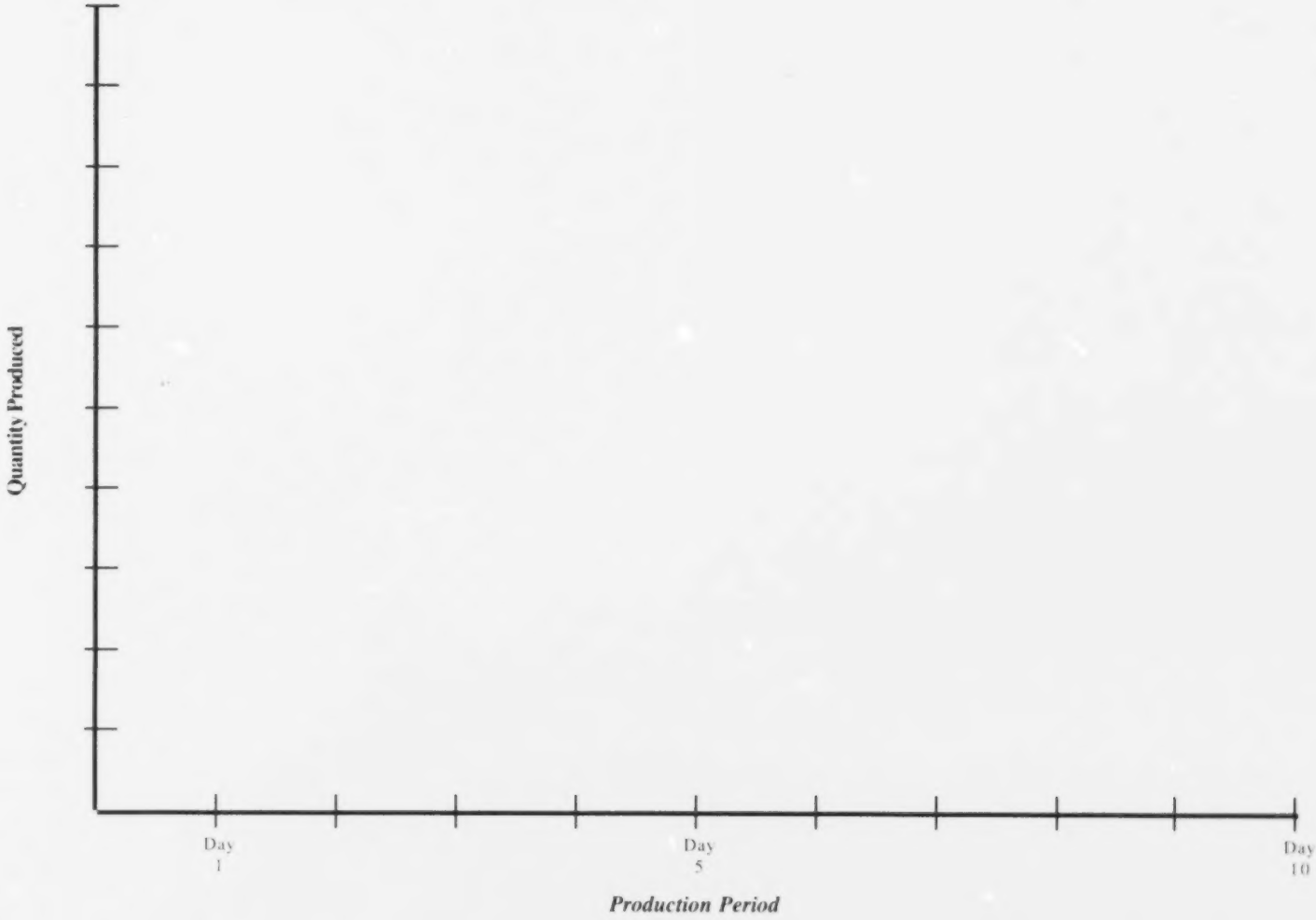
Company Name: _____

Production Record

Product Name: _____ ***Unit Price:*** $_____

Date	Production Time *(minutes)*	No. of Units Produced	COGS
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
Total	_____	_____	$_____

Production Graph



Company Name: _____

Sales Record

Product Name: _____ ***Retail Price:*** $_____

Date	Selling Time *(minutes)*	No. of Units Sold	Sales *(dollars)*
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
_____	_____	_____	$_____
Total	_____	_____	$_____

Sales Graph

Company Name: _____

Daily Profit/Loss Sheet

Date	Units Produced	Total COGS	Total Sales *(dollars)*	Profit/Loss*
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
_____	_____	$ _____	$ _____	$ _____
Total	_____	$ _____	$ _____	$ _____

* *Indicate losses by placing parentheses around the number. For example, if you want to enter a loss of $950.00, you would represent it as follows: ($950.00).*

Profit/Loss Graph

KEY

COGS = ☐

Sales $ = ☐

Career Basics Portfolio Guidelines

The following describes a tool for use as an alternative to formal evaluations. The five parts, and subsequent evaluation forms, are used to evaluate student progress upon completion of the activities in this manual.

1. ***Cover:*** Preferably plastic (not stapled) or use a three-ring binder.

2. ***Cover Page:*** Include name, date, period, class, instructor.

3. ***Table of Contents:*** Include introduction, all sections, summary and any additional pieces referenced.

4. ***Introduction:*** Provide a written overview of the unit (or course) and state the unit's objectives.

5. ***Inclusions:*** Provide samples of different categories of work listed below:

    a) Keep a written record of all graded pieces from this unit or course. Make a graph to illustrate your progress in the areas of individual and group work. (See page 71.)

    b) Include a written explanation of the employment and career-related skills you have learned or sharpened as a result of completing the activities in this uint.

    c) Summarize two articles you have read that relate to careers, the job market, employment or a job area that interests you. Include a photocopy of the article and cite sources used.

    d) Include your sample resume, cover letter and completed application form.

    e) Include the Career Pyramid activity explaining your reasons for selecting the career. Describe four events in your life that must occur before you will be qualified for a job in this field.

    f) Include the Career File activity and submit a summary of the interview you conducted. Describe why you chose this person/job. Cite positive and negative aspects of this line of work.

    g) Include your best and worst cooperative group problem-solving activities from this unit. Explain your group's performance (good or bad) on the activities you chose for inclusion.

    h) Include an example of your best and worst individual activities from this unit. Discuss the overall goal of each actvity, and explain why one is clearly a better example of your abilities.

    i) Give an overall written evaluation of your unit or course. Discuss your strengths and weaknesses with regard to your career and employment skills. Emphasize positive aspects of your work, and remember: This portfolio should convince the reader you have ability in your area of interest.

Optional Inclusions:

aa) Job Shadowing Experience
bb) Work/Co-op Experience
cc) Letter(s) of Recommendation
dd) Extra-curricular Activities (i.e., clubs, teams, organizations)
ee) Community Service or Volunteer Work
ff) Attendance Record
gg) Hobbies
hh) Job-Related Field Trips

Career Basics Portfolio Evaluation *(Parts 1 through 4)*

Name _____ **Evaluator** _____

Directions: Circle the number that best applies for the evaluation of the portfolio section described:

I. *I accurately followed the guideline instructions for developing the portfolio.*

5 I have a cover and all work in the portfolio is typed. There are no noticeable corrections, and I have a cover page, table of contents, introduction, inclusions and conclusion/summary assembled into a neatly organized portfolio.

4 I have a cover and all work is typed with some noticeable corrections typed, written in or not corrected. I included a cover page, table of contents, introduction, inclusions and conclusion/summary assembled in a neatly organized portfolio.

3 I have a cover, all work is written but it is without noticeable errors or corrections. I have included a cover page, table of contents, introduction, inclusions and conclusion/summary neatly assembled in an organized portfolio.

2 My portfolio is missing some required components; however, it appears neat and organized.

1 My portfolio is missing some required components and is not neat and organized.

0 My portfolio is missing many of the required components.

II. *I created a cover page and table of contents.*

5 I created a cover page including my name, the date, period, class and instructor. I numbered the pages in the portfolio, creating a table of contents that had reference to all pages.

4 I created a cover page that included my name, date, period, class and instructor. I numbered the portfolio pages, creating a table of contents, but the table of contents reference to page numbers did not match all the pages in the portfolio.

3 I created a cover page, that included my name, date, period, class and instructor. I numbered the portfolio pages, creating a table of contents, but references are not made to all the numbered pages.

2 I created a cover page, and I included a table of contents. But I may not have included my name, date, period, class or instructor; or, I may not have made reference to all the numbered pages in the portfolio.

1 I am missing the cover page or the table of contents to my portfolio.

0 I am missing both the cover page and the table of contents to my portfolio.

Career Basics Portfolio Evaluation *(continued)*

III. *I have an introduction with a unit overview and a list of objectives.*

5 In addition to writing at least a one-page overview of the unit, I listed 10 objectives I feel are most important for me from the unit. I wrote a one-page explanation on each objective, discussing why I chose to cite each objective and its importance to me as I prepare for entry into the career world.

4 In addition to writing at least a one-page overview of the unit, I listed 10 objectives I feel are most important for me from the unit. I wrote a half-page explanation on each objective, discussing why I chose to cite each objective and its importance to me as I prepare for entry into the career world.

3 In addition to giving less than a one-page overview of the unit, I listed less than 10 objectives I feel are most important from this unit. I used less than 100 words in my explanation of each objective.

2 In addition to giving a half-page or less overview of this unit, I listed some objectives I feel are most important from the unit. I did not write an explanation on each objective.

1 I included either an overview or a list of objectives.

0 I did not include an overview or a list of objectives.

The number of pages and obejctvies required in this section of the portfolio are suggestions. Instructors may want to adjust the requirements to accommodate individual student needs and abilities.

Parts 1 to 4 Total = _____ ***/15***
(Cover, Cover Page, Table of Contents, Introduction)

Percent = _____ ***%***

Career Basics Portfolio Inclusions *(Part 5)*

Use the evaluation form below in your assessment of the **Inclusions** for the Career Basics Unit Portfolio. Circle the number below that best applies for the evaluation of the portfolio inclusion described.

3 Performed the activity at an exceptional level, displaying superior effort and understanding.

2 Completed the activity, demonstrating a good level of effort and understanding.

1 Task or activity was incomplete or showed a lack of effort or understanding.

0 Task or activity was not included in the portfolio.

Scoring: Circle the appropriate number that applies to each inclusion. Add comments to clarify or explain your evaluation.

a) Unit Grade Record and Graph

3 **2** **1** **0**

Comments: _____

_____

_____

b) Written explanation of career/employment skills learned in this unit/course.

3 **2** **1** **0**

Comments: _____

_____

_____

c) Article Summaries

3 **2** **1** **0**

Comments: _____

_____

_____

d) Sample Cover Letter, Resume and Application

3 2 1 0

Comments: _____

_____

_____

e) Career Pyramid

3 2 1 0

Comments: _____

_____

_____

f) Career File (Part 2)

3 2 1 0

Comments: _____

_____

_____

g) Cooperative Group Problem-Solving Activities and Explanation

3 2 1 0

Comments: _____

_____

_____

h) Individual Activities and Explanations

3 2 1 0

Comments: _____

_____

_____

i) Conclusion/Summary

3 2 1 0

Comments: _____

_____

_____

Career Basics Portfolio Inclusions *(Part 5, continued)*

Optional/Additional Inclusions

_____ **(Activity Name or Description)**

3 2 1 0

Comments: _____

_____

_____

_____ **(Activity Name or Description)**

3 2 1 0

Comments: _____

_____

_____

_____ **(Activity Name or Description)**

3 2 1 0

Comments: _____

_____

_____

_____ **(Activity Name or Description)**

3 2 1 0

Comments: _____

_____

_____

Inclusions Total = _____

Percent = _____ %

Unit Total = _____

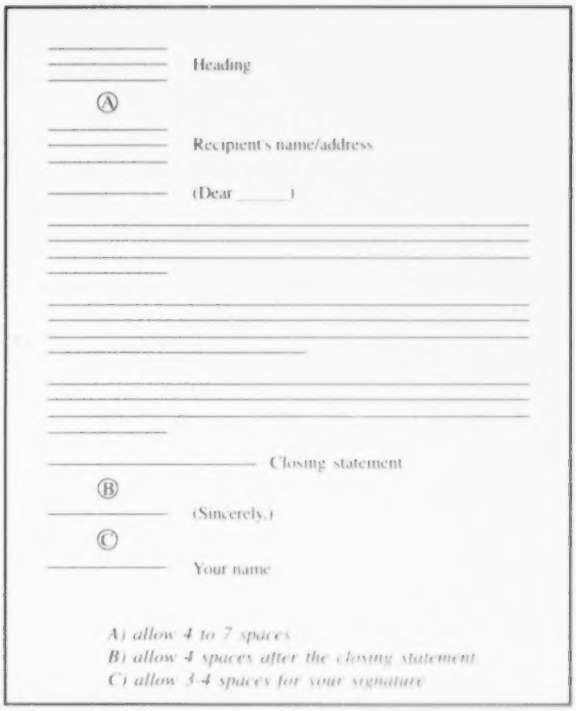
Percent = _____ %

Career Basics Student Grade Record & Progress Tracking Sheet

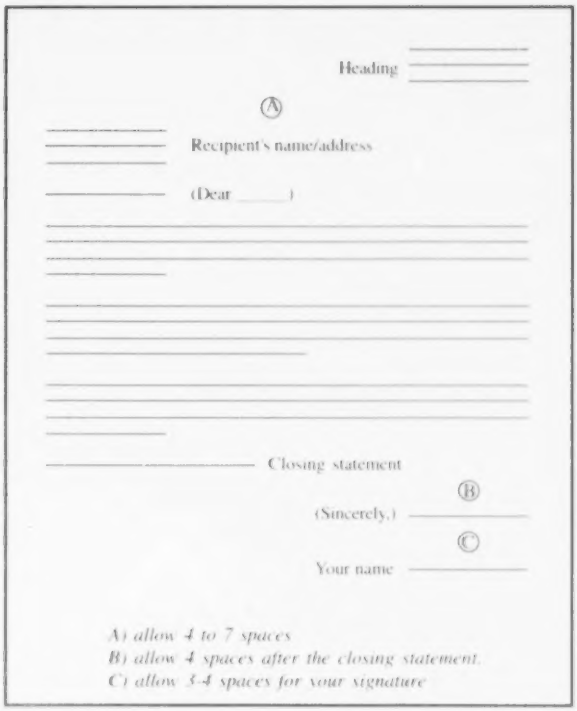
	Assignment Name/Description	*Date*	*Grade Received*	*Self-Evaluation/Explanation for Grade*
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Business Letter Styles and Layouts

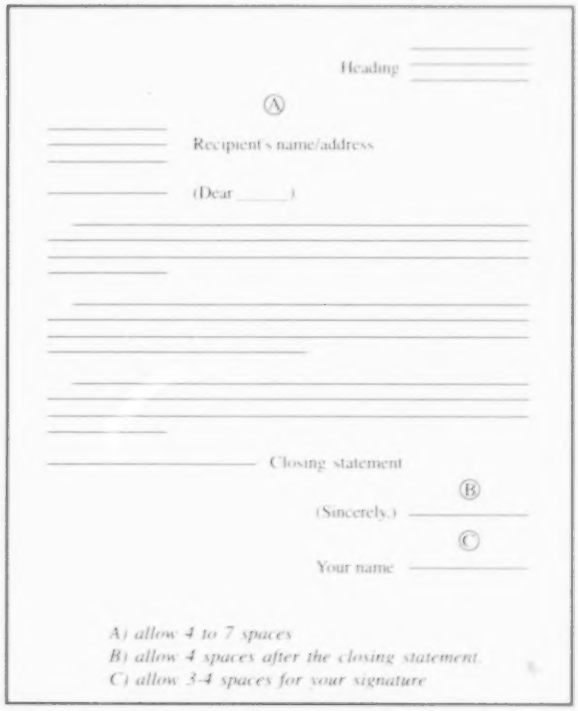
Full Block



Block



Semi-Block



Form and Content Reminders for Writing a Business Letter

* Know your purpose and state it clearly early in the letter.
* Use unlined white (or off-white) 8.5" x 11" paper.
* Type or use a word processor to produce your letter. (If you do not have access to a computer typewriter, use black or blue ink and write as clearly as possible.)
* Make sure your letter is neatly done and well written.
* Avoid slang the reader may not understand or appreciate.
* Proofread your letter several times for accuracy, spelling and grammar. Then ask someone else to proofread it. Repeat.
* Write on only one side of the page.
* Follow one of the Business Letter forms shown on this page; do not mix and match styles.
* Read your rough draft aloud and listen to make sure the words, phrases and sentences you have chosen are effective.
* End the letter with a statement indicating the action you want the reader to take--or the action you will take.
* Neatly tri-fold your letter so it will fit in a standard No. 10 business size (4.25" x 9.5") envelope.
* Double check the mailing address.
* Sign the letter in blue or black ink.

Cover Letter Do's and Don'ts

Do:

* Address your letter to a specific individual.
* Explain why you are writing and how you learned about the job.
* State your qualifications using brief statements.
* Use action words to highlight what you can do.
* Emphasize what you can do for the employer rather that what he/she can do for you.
* Draw attention to specific parts of your resume that relate to the job available.
* Give date(s) you are available for interviewing.
* Be enthusiastic!
* Sign each letter.
* Follow up the letter and resume with a phone call to confirm that they have received it.

Don't:

* Use "To Whom It May Concern" or "Dear Sir or Madam" to start your letter. If the contact person's name is in doubt, call to find it out.
* Overuse the word "I," especially to start each paragraph.
* Feel you have to fill the page; 3 to 4 paragraphs is plenty, provided they're well written.
* Use overused phrases and cliches.
* Change fonts or letter style in the letter; save those for the resume (in limited doses).
* Send out a duplicated letter; it shows insincerity and lack of preparedness.

Resume Do's and Don'ts

Do:

* List your name, address and phone number at the top of the resume.
* List career aims/objectives.
* List information about your education.
* Give specifics regarding job responsibilities, awards and achievements.
* Be specific when listing your exprience; cite positions you have held, and specific duties and dates you held them.
* List additional experiences, such as clubs or organizations you have participated in, or other activities that would show your ability to work in a professional and responsible manner.
* Keep the resume brief; one page if possible.
* Organize information to feature the most important parts of your education and experience.
* Proof read it, and then have someone else proof read it.
* Ask a friend to give their opinion of your resume.

Don't:

* Focus on what you want in a job; emphasize how you fit their needs.
* List personal information (height, weight, age).
* Use complicated sentences; instead, use concise phrases and sentences.
* Use unfamiliar abbreviations.
* Include references on the same sheet as the resume; "Available upon request" will do.
* Include only personal references; make sure they can attest to your skill level and experience as it relates to the job you are seeking.

Sample Cover Letter

1318 E. Maryland Drive
Lincolnshire, IL 60665
May 9, 1996

Ms. Patricia Aleshire
The Graphics Works
472 Randolph Parkway
Itasca, IL 61123

Ms. Aleshire:

Your office manager, Kathryn Kileen, mentioned your company may be looking for a printing press operator. The enclosed resume will show you that I have been involved in the printing and graphics industry since high school. I am interested in the press operator position, and I would like to be considered for the position as it becomes available.

From my experience in the printing industry, I am well aware of the reputation for quality and service The Graphics Works has earned over the years. I am confident my experience, along with my commitment to educating myself on new technology and methods, would be an ideal fit for your winning team. Currently, I am furthering my education, and will earn an Associate's degree in commercial art and printing in spring 1997.

I will follow up with you in one week to discuss this matter further. Meanwhile, if you have any questions, or if you would like to schedule an interview at your convenience, please call me at 555-6831 after 5 p.m.

Thank you for your consideration, Ms. Aleshire. I look forward to speaking with you soon.

Sincerely,

James A. Costello

James A. Costello

Sample Letter of Request

1318 E. Maryland Drive
Lincolnshire, IL 60665
May 22, 1996

The Print Shop
Mr. Michael J. Cramer
465 Virginia Avenue
Hobart, IL 55458

Dear Mr. Cramer:

I am currently applying for a number of part-time job openings to save money for my schooling at Tri-County Technical School. With your permission, I would like to list you as a personal reference.

I am currently enrolled in the Commercial Art and Printing program and will graduate in May 1997. Several jobs in the area have recently opened up in the printing industry, and I would greatly appreciate your willingness to discuss my performance under your supervision at The Print Shop with potential employers.

I will send a copy of my semester grades to you when they arrive, along with any current information that you may be able to use. I will contact you next week to confirm your willingness to act as a personal reference for me.

Thank you for your help, Mr. Cramer.

Sincerely,

James A. Costello

Sample Resume

James A. Costello
1318 E. Maryland Drive
Lincolnshire, IL 60665
(708)555-6831

Objective: To contribute to the ongoing growth and success of a printing/graphics company.

Education:

Tri-County Technical College (Lincolnshire, IL)
Associate Degree program in Graphic Design and Printing. Date of graduation, May 1997.

Jefferson East High School (Lincolnshire, IL)
Graduated June 1996. Major courses of interest: Graphic arts, design, drafting.

Experience:

This Week! magazine
1995 to present — *Assistant Press Operator:* Responsible for maintenance and operation of presses. Routinely work with offsest and cylinder (web) presses. Also have gained experience in stripping, making separations and printing plates, and color correction.

The Scribbler (Jefferson East High School)
1995 to 1996 — *Editor/Layout Specialist:* Responsible for the content, layout and printing of this student-run weekly newspaper.

The Print Shop (Hobart, IL)
1995 to 1996 — *Delivery driver:* Responsible for prompt and courteous delivery of commercial printing jobs.

Honors/ Activities:

Nominated to National Honor Society - 1996.
First Place, All-Chicagoland Student Commercial Arts and Design Contest - 1995.
Member Jefferson East Varsity Football Team - 1994 to 1996.
* Captain, 1996 Division AA State Champions
* First-Team All-Conference, 1996.

- References are available upon request. -

Preparing For A Job Interview

General Guidelines:

* Brainstorm questions prior to the interview that you think you may be asked (see list below).
* Present yourself in a neat, respectful, polite and well-dressed manner.
* Be on time for the interview; in fact, be a bit early.
* Make consistent eye contact throughout the interview.
* Listen attentively. Take a notebook to write down thoughts or questions as they arise.
* Answer each question completely, elaborating and expanding on an idea where necessary.
* If you do not understand a question, politely ask the interviewer if it could be repeated.
* In most interviews, an opportunity will be provided for you to ask questions of the interviewer(s).

Possible questions you might want to ask include:

- Why is the position available?
- If given the position, to whom would I report?
- Will I get the opportunity to meet that person?
- What would my first assignment/task/job/project be?
- What type of training is required?

Sample Interview Questions

* Why do you want to work here?
* What experience do you have for this job?
* What did you like or dislike about your last job?
* What have you learned from other jobs you've had?
* What would you like to be doing five years from now?
* Describe a typical day.
* What are your biggest accomplishments?
* How do you organize and plan for major projects or jobs?
* Can you work under pressure *or* How do you handle tension?
* What is your greatest strength and what are your best qualities?
* What interests you most about this job?
* Why should I hire you?
* What unique qualities can you bring to this job/company?
* Describe a difficult problem you have had to deal with.
* What type of decisions did you make on your last job?
* Have you ever been fired? If so, why were you fired?
* In your last job, what were some of the things you spent most of your time on, and why?

Top Careers For The Year 2000 and Beyond *(Source: Department of Labor)*

Industries With The Fastest Projected Job Growth, 1994 to 2005:

Industry	% change
Health Services	84.1
Residential Care	82.7
Computer and Data Processing Services	69.5
Individual and Miscellaneous Social Services	68.8
Miscellaneous Business Services	68.4
Child Day Care Services	59.4
Personnel Supply Services *(Temporary Employment Field)*	58.1
Services to Buildings	58.0
Miscellaneous Equipment Rental and Leasing	50.8
Management and Public Relations	46.5

Fastest Growing Occupations, 1994 to 2005:

Occupations	% increase
Personal and Home Care Aides	119
Home Health Aides	102
Systems Analysts	92
Computer Engineers	90
Physical and Corrective Therapy Assistants and Aides	83
Electronic Pagination Systems Workers *(Desktop Publishing)*	83
Occupational Therapy Assistants and Aides	82
Physical Therapists	80
Residential Counselors	76
Human Services Workers	75

Leading Employment By Major Occupational Group, 1994 and 2005 (in millions)

Occupation	1994	2005
Executive, Administrative & Managerial	12.9	15.0
Professional Specialty	17.3	22.4
Technicians & Related Support	4.4	5.3
Marketing & Sales	14.0	16.5
Administrative Support and Service	20.2	24.9
Agriculture, Forestry, Fishing Related	3.8	3.7
Precision Production, Craft & Repair	14.0	14.9
Operators, Fabricators & Laborers	17.1	17.9

State Mailing Abbreviations

State	Capital	Postal Abbreviation
Alabama	Montgomery	(AL)
Alaska	Juneau	(AK)
Arizona	Phoenix	(AZ)
Arkansas	Little Rock	(AR)
California	Sacramento	(CA)
Colorado	Denver	(CO)
Connecticut	Hartford	(CT)
Delaware	Dover	(DE)
Washington, D.C.	------	(DC)
Florida	Tallahassee	(FL)
Georgia	Atlanta	(GA)
Hawaii	Honolulu	(HI)
Idaho	Boise	(ID)
Illinois	Springfield	(IL)
Indiana	Indianapolis	(IN)
Iowa	Des Moines	(IA)
Kansas	Topeka	(KS)
Kentucky	Frankfort	(KY)
Louisiana	Baton Rouge	(LA)
Maine	Augusta	(ME)
Maryland	Annapolis	(MD)
Massachusetts	Boston	(MA)
Michigan	Lansing	(MI)
Minnesota	St. Paul	(MN)
Mississippi	Jackson	(MS)
Missouri	Jefferson City	(MO)
Montana	Helena	(MT)
Nebraska	Lincoln	(NE)
Nevada	Carson City	(NV)
New Hampshire	Concord	(NH)
New Jersey	Trenton	(NJ)
New Mexico	Santa Fe	(NM)
New York	Albany	(NY)
North Carolina	Raleigh	(NC)
North Dakota	Bismarck	(ND)
Ohio	Columbus	(OH)
Oklahoma	Oklahoma City	(OK)
Oregon	Salem	(OR)
Pennsylvania	Harrisburg	(PA)
Rhode Island	Providence	(RI)
South Carolina	Columbia	(SC)
South Dakota	Pierre	(SD)
Tennessee	Nashville	(TN)
Texas	Austin	(TX)
Utah	Salt Lake City	(UT)
Vermont	Montpelier	(VT)
Virginia	Richmond	(VA)
Washington	Tacoma	(WA)
West Virginia	Charleston	(WV)
Wisconsin	Madison	(WI)
Wyoming	Cheyenne	(WY)

The World Wide Web (WWW)

The World Wide Web (WWW) is made up of millions of connected documents that form a network, or "web," of information. These documents are stored in computer systems worldwide in over 130 countries. To access a Web Site (or Web Page) you need special software called a **Web *browser*** which will allow you to search the Web and see the page you wish to explore. Once you have reached your Web Site, you will see the Home Page, which represents the location where you will start your search for information.

Each Home Page may contain links to other documents of related interest. These links are often displayed as underlined or highlighted text. By clicking your mouse on the link you will be immediately transferred to the linked document's contents. It's great fun and often very time consuming (and expensive), so it helps to have an address to go to when starting your initial search. We have included a list of World Wide Web sites that may be of interest to educators and students alike.

Topic/Location	Address
Alabama Industrial Development Training:	http://www.aidt.edu/
Alta Vista Search Engine:	http://www.altavista.digital.com
Alternative Textbooks:	http://www.internex.net/TEXTBOOKS/home.html
Antarctica:	http://icair.iac.org.nz/
Apple Computer, Inc.:	http://www.info.apple.com/
Archaeology:	http://spirit.lib.uconn.edu/archnet/archnet.html
Ask ERIC Home Page:	http://eryx.syr.edu/
Association for Experiential Education:	http://www.princeton.edu/~rcurtis/aee.html
BizWeb:	http://www.bizweb.com
Black Colleges:	http://www.nando.net/sproject/colleges/index.html
Buckman Elementary School Room 101:	http://buckman.pps.K12.or.us/picturecam.html
Bureau of Census:	http://www.census.gov
Business Careers:	http://www.global.org/rsande/business/career.html
California School-To-Career Site:	http://akebono.stanford.edu/yahoo/business/business_schools
Cambridge Panorama Cam	http://www.cam-orl.co.uk/cgi-bin/pangen
Cameras Around The World:	http://www.it.dtu.dk/~gonget/window.html
Canada, Geography:	http://www-nais.ccm.emr.ca/cgndb/geonames.html
Canada SchoolNet:	http://schoolnet.carleton.ca/schoolnet/english/schlnet.html
Career Fairs:	http://www.cyberplex.com/hitech/
Career Mosaic:	http://www.careermosaic.com/
Career Resources:	http://www.rpi.edu/dept/cdc/
Center for Occupational Research and Dev.:	http://www.cord.org/
Center on Education and Work:	http://www.cew.wisc.edu/center.html
Charter School Resource Web Site:	http://olam.ed.asu.edu/epaa/
Cheyenne Mountain Cam:	http://www.ceram.com/cheyenne/chey.html
Chicago's Lakefront Cam:	http://www.habitat.com/real_time_view.html
Cisco Educational Archive (CEARCH):	http://sunsite.unc.edu/cisco/cisco-home.html
Cisco Educational Archive and Research:	http://sunsite.unc.edu/cisco/edu-arch.html
College Pro:	http://www.netweb.com/mall/collegepro/welcome.html
Colorado Department of Education:	http://cde.state.co.us/cde.html
CommerceNet	http://www.commerce.net/
Commercial Sites Index:	http://www.directory.net
Corp. of Public Broadcasting (EdWeb):	http://198.187.60.80
Crested Butte, MT	http://www.rsn.com/~crested/images/cam.jpg
Curriculum Publications Clearinghouse:	http://www.ecn.bgu.edu/users/micpc/wiu/index.html
Deja News (Newsgroup Search):	http://www.dejanews.com
Developing Educ. Standards for Schools:	http://putwest.boces.org/standards.html
Directory Services (Phonebooks, E-Mail):	http://gopher.bcm.tmc.edu:70/1/directories
Discovery Channel:	http://discovery.syr.edu/
Dun and Bradstreet Information Services:	http://dbisna.com/
Education Central:	http://www.ehhs.cmich.edu/

Topic/Location	Address
Education Search Engine:	http://eyecatchers.com/eyecat/BEST
Educational Courses on The Web:	http://lenti.med.umn.edu/~mwd/courses.html
Educational Internet Resources:	http://hub.terc.edu/edresources.html
Educational Online Sources Front Door:	http://archive.phish.net/eos1/
Educational Resources:	http://www.ericse.ohio-state.edu/education.html
Educational WWW Servers:	http://www.nc.ndl.net/educational_services.html
EDUCOM:	http://educom.edu/
EdWeb Home Page:	http://k12.cnidr.org:90/
EdWeb Project:	http://k12.cnidr.org:90/resources.cntnts.html
Eisenhower National Clearinghouse for Math and Science:	http://www.enc.org/
Electronic Newsstand	http://www.enews.com
Empire State Building WebCam:	http://www.vms.com/realtech/webcam/realcam2.html
Employment Resources:	http://akebono.stanford.edu/yahoo/Business/Employment/Jobs or http://www.wpi.edu/~mfriley/jobfuide.html
Environmental Protection Agency (EPA):	http://www.epa.gov
Entering the World Wide Web: A Guide to Cyberspace:	http://www.eit.com/web/www.guide/
ERIC/CSMEE Home Page:	http://www.ericse.ohio-state.edu/
ERIC Clearinghouse on Assessment and Evaluation:	http://www.cua.edu/www/eric_ae/
ERIC Pages:	http://www.aspensys.com/eric2/welcome.html
ERIC Virtual Library:	http://ericir.syr.edu
Excite Search Engine:	http://www.excite.com
Eye of the WWW:	http://ww.mms.de/~d.down/eye.html
Federal Express:	http://www.fedex.com
Florida STW Information Navigator:	http://www.fsu.edu/~flstwtp/fl-stwtp.html
Genetech Access Excellence Program:	http://www.gene.com/ae
Global Internet News Agency:	http://www.gina.com
Global Network Navigator:	http://gnn.digital.com/gnn/wic/ed.toc.html
Global Schoolhouse:	http://k12.cnidr.org/gsh/gshwelcome.html
Grants Web:	http://infoserv.rttonet.psu.edu/gweb.html
Health Professions:	http://wwwetb.nlm.nih.gov/
Home Page for Learning Resource Centers:	http://lrc.nps.navy.mil:8080/
Human Languages Page (Foreign Language Dictionaries):	http://www.willamette.edu/~tjones/Language-Page.html
Human Resources Development Canada:	http://www.globalx.net/hrd
IBM Kiosk for Education:	http://isaac.engr.washington.edu
Industry Net:	http://www.industry.net/
Industry News:	http://www-cic2.lanl.gov/inews.html
INFO.Net Introduction Page:	http://www.info.net/
InfoSeek Search Engine:	http://www.infoseek.com
Institute for Advanced Technology:	http://jefferson.village.virginia.edu/home.html
IntelliMatch(tm) On-Line Job & Career Services:	http://www.intellimatch.com/intellimatch/
IRS: Tax Forms and Instructions:	http://www.ustreas.gov/treasury/bureaus/irs/fw.forms.html
Interactive Employment Network:	http://www.espan.com/
Internet Directory	http://home.mcom.com/home/internet-directory.html
Internet Search Engines:	http://free-net.mpls-stpaul.mn.us:8000/search.html
ISO Online:	http://www.iso.ch/welcome.html
JASON Project:	http://seawifs.gsfc.nasa.gov/JASON/JASON.html
Job Center:	http://mainsail.com/jobsinfo.html
Job Information Center:	http://tvp.com/vpjic.htm/
Job Marketplace:	http://www.scip.org/jobs.html
Job Master:	http://www.insist.com/jobmaster.html
Job Search & Employment Opportunities: Best Bets from the Net:	http://www.umich.edu/~philray/job-guide/
Job Search Welcome Page:	http://www.adnetsol.com//jsearch/jshome1.html
Kentucky K12 School Web Sites:	http://buerkle.arc.leon.K12.fl.us/otherstudent.html
Kids' Stuff:	http://crusher.bev.net:70/1/Schoolhouse/kids

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Topic/Location	Address
Landmark Communications (employment related):	http://www.cweb.com
Law School Admission Council:	gttp://www.lsac.org
Legislative Information on the Net:	http://thomas.loc.gov
List of Servers (District of Columbia-U.S.):	http://www.fie.com/www/district.htm
Listserv Lists:	http://www.clark.net/pub/listserv/listserv.html
Lookup (E-Mail Address Database):	http://www.lookup.com/lookup/search.html
Los Angeles Webstation:	http://losangeles.com/
Louisiana Dept. of Education:	http://www.doe.state.la.us/
Lycos Search Engine:	http://www.Lycos.com
MacIntosh Educational Products and Resources:	http://www.info.apple.com/education/
MacWare Review:	http://piazza.com
Magellan Search Engine:	http://www.mckinley.com
Malls and Storefronts Listing:	http://branch.com/links.htm
Massachusetts Ed Online LearnNet:	http://meol.mass.edu:7000/home
Microsoft:	http://www.microsoft.com
Missouri Dept. of Elementary and Secondary Education:	http://services.dese.state.mo.us/moschools.html
Monster Board (45,000 jobs/700 companies):	http://www.monster.com/
Multi-Media Learning Center (Northwestern University):	http://mmlcwww.kresge.nwu.edu
NASA:	http://www.gsfc.nasa.gov/hqpao/hqpao_home.html
NASA Quest Program:	http://quest.arc.nasa.gov
National Business Education Association:	http://www.nbea.org/nbea.html
National Center for Research in Vocational Education (NCRVE):	http://vocserve.berkeley.edu/
National Health Care Skill Standards Project:	http://www.fwl.org/nhcssp/health.html
National Oceanic and Atmospheric Administration (NOAA):	http://www.NOAA.gov/
National Workforce Assistance Coll.	INFO.PSU.EDU/Research Centers and Institutes/NWAC OR http://www.psu.edu/institutes/nwac
New and/or Exciting Items on the Internet:	http://www.LSU.edu/~poli/newexcit.html
New York State Dept. of Education:	http://www.nysed.gov/home.html
New York Times	http://www.nytimes.com
North European Vocational Education:	http://www.abo.fi/hied/rainer.html OR http://www.abo.fi/hied
Northwest Regional Educational Lab.	http://www.nwrel.org/edwork/
Notre Dame Dome Cam:	http://lisa.ee.nd.edu/domecam
Occupational Outlook Handbook:	Index-http://www.espan.com/js/ref/doot/doot.html
Ohio State Board of Education:	http://www.allegro.net/sbe/
Online Career Center:	http://www.occ.com/
Online Careers:	http://www.ece.concordia.ca/~sorial/career.html
Online Ed.-Related Resources:	http://www.wwu.edu/~rj444157/ed.html
On-Line Educational Resource:	http://www.sky.net/~rmk/oer.html
Online Job Services:	http://rescomp.stanford.edu/jobs.html
Online Newspaper Services (main menu):	http://marketplace.com/e-papers.list.www/e-papers.home.page.html
On-Line Reference Works:	http://www.cs.cmu.edu:8001/web/references.html
Pathways to School Improvement Server:	http://www.ncrel.org/ncrel/sdrs/pathways.html
Planet Earth:	http://white.nosc.mil/info_modern.html
Quotations:	http://pubweb.ucdavis.edu/documents/quotations/homepage.html
Quote.Com	http://www.quote.com
Reference Resources	http://english-server.hss.cmu.edu/reference.html
Satellite Oceanography Lab:	http://satftp.soest.hawaii.edu/video.html
School-To-Work Gopher Site:	gopher://gopher.ed.gov:10001/11/OVAE/school2work
School-to-work or Tech Prep:	http://cccins.gi.ccneb.edu/ http://www.doleta.gov/programs/stw/stw.html
Search for Extra-Terrestrial Intelligence:	http://www.metrolink.com/seti/SETI.html
Seismo-Cam:	http://www.knbc4La.com/seismo
SkillSearch:	http://www.internet-is.com/skillsearch

Topic/Location	Address
Small Business Administration:	http://www.sbaonline.sba.gov
SKILLSNET Listserver for Skills Dev.:	http://steps.atsi.edu/skillsnet/skillsnet.html
State of North Carolina:	http://www.ehnr.state.nc.us/nchome.html
TechForce 2000:	http://www.nhmccd.cc.tx.us:80/groups/tech2000/
Texas Council on Workforce Competitiveness:	http://www.nhmccd.cc.tx.us/groups/stw
Texas Higher Ed. Coordinating Board:	ftp://info.thecb.texas.gov
The Louvre:	http://mistral.enst.fr/
The White House:	http://www.whitehouse.gov/
The Teacher Education Internet Server (Grants, Resources, Teaching):	http://curry.edschool.virginia.edu/teis
Time Magazine:	http://www.internet.timeinc.com:80/time/timehomepage.html
Training.Net WWW site:	http://www.trainingnet.com/
Training Magazine:	http://www.iconode.ca/trdev/
United Kingdom:	http://www.open.gov.uk/
United Parcel Service:	http://www.ups.com
USA CityLink Project:	http://www.neosoft.com:80/citylink
USA Today:	http://www.usatoday.com
U.S. Business Advisor:	http://www-far.npr.gov/vdob
U.S. Chamber of Commerce:	http://www.cais.com/chamber
U.S. Department of Education:	http://inet.ed.gov:80/ OR http://www.ed.gov
U.S. Congress:	http://thomas.loc.gov
U.S. Government:	http://stats.bls.gov/blshome.html OR http://www.doc.gov
U.S. Postal Service:	http://www.usps.gov
U.S. Weather Map:	http://www.mit.edu:801/usa.html
University of Illinois Education Learning Resource Server:	http://www.ed.uiuc.edu/
University of Utah Salt Lake City Cam:	http://www.met.utah.edu/images/current/current_snapshot.jpg
Used Software Exchange:	http://www.hyperion.com/usox
Useful Information Servers:	http://kogwy.cc.keio.ac.jp:7000/html/infoserver-gateway.html#ftp
Usenet Job/Resume Bulletin Boards:	http://careercenter.sfsu.edu/unr.html
Vermont/New Hampshire Map of WWW Servers:	http://www.destek.net/Maps/VT-NH.html
Virtual Lib. of Employment Opportunities:	http://galaxy.einet.net/GJ/employment.html
Vocational Education in South Dakota:	http://www.dsu.edu/departments/educate/vte/
Wall Street Journal:	http://www.wsj.com
Weather Net's List of Weather Cams:	http://cirrus.sprl.umich.edu/wxnet/wxcam.html
Web Crawler Search Engine:	http://www.webcrawler.com
Welcome to Britannica Online:	http://www.eb.com/eb.html
Wentworth Worldwide Media Classroom Connection:	http://www.wentworth.com
Wisconsin Dept. of Public Instruction Gopher Site:	gopher://badger.state.wi.us/00/agencies/dpi/www/dpi_home.html
WWW Official Guide:	http://www.efr.hw.ac.uk/EDC/guide/contents.html
WWW Servers (Australian):	http://www.csu.edu.au/links/ozweb.html
WWW Servers (Florida):	http://www.cis.ufl.edu/home-page/fl-servers/
WWW Servers (Germany):	http://www.chemie.fu-berlin.de/outerspace/www-german.html
WWW Servers (Iceland):	http://www.isnet.is/www/servers.html
WWW Servers (Japan):	http://www.ntt.jp/japan/internet/www-in-JP.html
WWW Servers (Mexico):	http://info.pue.udlap.mx/mexico-geo.html
WWW Servers (Norway):	http://www.ii.uib.no/~magnus/norway.html
WWW Servers (South Africa):	http://www.unisa.ac.za/0/docs/SA-servers.html
WWW Servers (U.S):	http://www.opf.slu.cz/USGOV.html
WWW Sites (Massachusetts):	http://sturtevant.com/wwwlist/mas.html
WWW Virtual Library:	http://info.cern.ch/hypertext/DataSources/bysubject/Overview.html
World Wide Web Yellow Pages:	http://www.yellow.com/
Yahoo's Links to Education Resources:	http://www.yahoo.com/Education/

Answer Key

Workplace Word Search (page 6):

Fill in the blank answers (page 7):

1.profit 2.consumer 3.wage 4.application 5.employee 6.entrepreneur 7.capital 8.merchandise 9.salary 10.product 11.employer 12.utilities 13.portfolio 14.demand 15.marketing

Career Scramble (page 8):

1. People who invest in a company by purchasing shares of stock. (shareholders)
2. A person applying for a job. (applicant)
3. Amount of money earned from the sale of a product or service. (income)
4. Term used to describe the point at which a business is no longer in debt. (break even)
5. A chance for the employer to ask questions of the potential employee. (interview)
6. Job advancement, usually including more responsibility and a higher rate of pay. (promotion)
7. A person hired to handle the finances for a business. (accountant)
8. Phrase used to explain the relationship between the product or service and the consumer. (supply and demand)

9. Location on the Net containing documents called Pages. (World Wide Web)
10. Amount of money needed to obtain the raw materials to manufacture a product. (materials cost)
11. Document used to identify and clarify each sale. (purchase order)
12. Division in a business or amount of money made from selling a product. (sales)
13. Gathering information to determine the need for a product or service. (research and development)
14. Total amount in sales before expenses are taken out. (gross sales)
15. A job that involves learning a skill requiring construction using tools, machinery or hard labor. (skilled trade)

7	1	12
9	10	3
13	4	2
14	11	6
8	15	5

Career Crossword (page 9):

C
PROMOTION INVESTOR
N N E E X S
E PROFIT WANT P T
W D R E D E
S S E R V N
G A REFERENCES SALES
R L E S R E
O ADS STARTUP S W D
U R U I H E
PAY M S COGS
DEBT RETAIL L I
U E G
D GROSS S N
S B G A
BUSINESSPLAN L
A D T SERVICE

The COGS Are Coming (pages 38 to 41):

Kari's Cost per shirt = $2.00
Dye Cost per shirt = $1.00

COGS = $3.00
Retail Price = $18.00

Profit per shirt = $15.00

Retail Price	Profit Per Shirt
$14.63	$12.38
$15.75	$12.60
$16.40	$14.35
$15.00	$13.50

- Interpret individual graph results.
- Short answers will vary.

Business Budget Plan (pages 42 to 45):

Utilities Monthly Expense
Water = $53.00
Advertising Monthly Expense
Total = $240.00
Inventory Monthly Expense
Repair Kits = $55.75

Total Rent = $450.00
Total Utilities = $360.00
Total Advertising = $240.00
Total In... ...y = $950.00
Total Monthly Expenses = $2000.00

Fill in the Blank (p. 43) = Break Even

Business Budget Plan (continued):

After 6 months	After 12 months
Rent = $2700.00	Rent = $5400.00
Utilities = $2160.00	Utilities = $4320.00
Advertising = $1440.00	Advertising = $2880.00
Inventory = $5700.00	Inventory = $11,400.00
Total 6 Month Expenses = $12,000.00	Total 12 Month Expenses = $24,000.00

-Graph results and displays will vary.

1. Possible answers will include; they all represent the same amount/proportion, the costs are fixed regardless of the length of time and, if additional expenses aren't needed, should remain constant.
2. Answers will vary but should include mention of the fact that it would allow them to plan and project for their business.
3. Answers will vary.
4. Answers will vary.
5. Answers will vary.

Location, Location, Location! (pages 46 to 50):

(All population and mileage amounts are approximations; allow for variations)

Population	Mileage (linear distance)	Population	Mileage (linear distance)
1. 405,323 (550,000 metro-area)	110 mi.	6. 176,664 (485,643 metro-area)	30 mi.
2. 606,900 (3,060,240 metro-area)	20 mi.	7. 107,793 (249,895 metro-area)	40 mi.
3. 935,393 (1,071,954 metro-area)	65 mi.	8. 70,729 (91,971 metro-area)	80 mi.
4. 95,732 (112,640 metro-area)	60 mi.	9. 335,719 (570,399 metro-area)	45 mi.
5. 119,883 (185,442 metro-area)	50 mi.	10. 395,925 (727,421 metro-area)	85 mi

- Short answers will vary.

Nearest Major Cities--marked with an asterisk (*).

For the Birds (pages 51 to 56):

Profit (RP - COGS)
CC = $20.20 SS = $17.80 BJB = $15.20

CC Sales Record

Week	COGS	Total Retail Sales	Profit
1	$1150.00	$5190.00	$4040.00
2	$1868.75	$8433.75	$6565.00
3	$1104.00	$4982.40	$3878.40
4	$1322.50	$5968.50	$4646.00
Total	$5445.25	$24,574.65	$19,129.40
Total Units Sold =	947		

SS Sales Record

Week	COGS	Total Retail Sales	Profit
1	$494.40	$2203.20	$1708.80
2	$695.25	$3098.25	$2403.00
3	$896.20	$3993.30	$3097.10
4	$865.20	$3855.60	$2990.40
Total	$2950.95	$13,150.35	$10,199.30
Total Units Sold =	573		

BJB Sales Record

Week	COGS	Total Retail Sales	Profit
1	$1078.25	$4528.65	$3450.40
2	$883.50	$3710.70	$2827.20
3	$1102.00	$4628.40	$3526.40
4	$1178.00	$4947.60	$3769.60
Total	$4241.75	$17,815.35	$13,573.60
Total Units Sold =	893		

-Graphs will vary in appearance

Profit Percentage
CC = .778 or 78% SS = .775 or 78% BJB = .761 or 76%

1. $42,902.30 in profit for the month. Depending on their other expenses, BHP appears to be making a profit. Data support will vary.
2. All profit margin percentages are in similar range (76% to 78%).
3. Answers will vary.
4. Answers will vary.

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As an employee, you should . . .

. . . Have a ***positive attitude*** and a willingness to work

. . . Be ***eager to learn*** and do more than what is expected

. . . Be responsible and ***enthusiastic***

. . . Have an excellent attendance record, and always ***be on time*** for work

. . . Possess verbal and written ***communication skills*** and the ability to work with, and adapt to, technology

. . . Be a ***team player***, who is able to respect and work well with others or independently

. . . Always ***be honest*** and respectful; to your supervisor and to your fellow employees

. . . Be an attentive listener who is able to ***follow directions***

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Work is a form of education."

About Career Basics

The successor to Creative Educational Publishing's *Workplace Basics*, this book offers teachers a subject-integrated, easy-to-use method for helping students explore concepts and situations encountered in the career world. *Career Basics* will allow students to recognize the connections that exist between classroom knowledge and real-world topics as they relate to the world of careers. *Career Basics* is divided into three sections:

Part I: The Language and Exploration of Careers, allows students to familiarize themselves with key terms and definitions, and contains activities to help students determine the careers that fit their skills and interests.

Part II: Workplace Skill Applications and Problem Solving, reviews the tools necessary for successful entry into a career, as well as creative problem-solving activities that place students "in the thick" of the business world.

Part III: Offers a variety of useful pieces of information and working examples that will help students hone their career skills.

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Creative Educational Publishing exists to provide individuals with creative, effective and practical educational resource materials for real-world career education. Our publications, produced by and for teachers, have been classroom tested and developed to supply teachers with the necessary materials to meet the ever-changing needs of their diverse student population.

Kevin G. Kuckkan, the author of *Career Basics*, is a middle school teacher who holds a Master's Degree in Curriculum and Instruction. Through his research and experience, he has found that subject-integrated activities and problem solving situations centered around the general theme of careers are effective in preparing students for their future in the workforce.

ISBN 0-9642686-3-9
51795
9 780964 268630

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